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## WANTED: THE GRADUATE SCHOOL OF TEACHER TRAINING

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STRANGE as it may sound,—and though there are signs of improvement—the idea that a teacher should know his subject and be interested in learning how to teach it still needs to be argued. It is not yet universally admitted, by any means, that brilliant scholarship in remote fields may not imply mastery of the prosaic things which a teacher of high school or junior college French must handle, nor that it may accompany conspicuous inability to teach these things or even lack of interest in trying to become a good teacher.

The graduate school world through which the more scholarly of our intending teachers now pass seems to tend to certain assumptions that are in danger of becoming illusions. It pictures the ripe scholar before an eager, intelligent class, carrying them along by his own genius and enthusiasm, regardless of "pedagogy." And it contrasts this inspiring scene with the prim mechanical drill-master, full of methods but innocent of scholarship, who leaves his class taught but not illuminated.

Where these conditions hold, there is no gainsaying the faith of conservatives in the present situation; scholarship, before an ambitious class, has its own momentum and its own unmatched results; methodology without scholarship drills the mediocre, chills the ambitious, and inspires nobody. But unquestioning assent will hardly be given to all the implications of the assumptions of the graduate school, in particular to the falsest illusion of all, that those who criticize the present order are seeking to kill scholarship, and to establish the supremacy of methodology.

At least no such folly can be extracted from the contentions of this paper, which we may sum up in two simple propositions: (1) That a teacher should know the subject he teaches, and (2) that he should be able to teach. From these we may derive two corollaries: (1) That it is the business of an institution training teachers to provide content courses of the kind needed, and (2) That, if there is anything in the idea that an intending teacher can be helped to make himself a good teacher, courses in teacher-training should also be available.

Furthermore, we can follow only part way this picture of the inspiring scholar before his hosts of eager, intelligent undergraduates. We shall have to remember the undergraduates who are neither eager nor intelligent, but who may, by properly organized courses, be either encouraged or required to learn. We cannot afford to forget, too, the erudite young teachers who, while they may know a multitude of interesting and remote facts and may be gaining fame for themselves and their universities by their contributions to scholarship, yet cannot pronounce, speak or write the languages they are trying to teach, have read neither widely nor deeply in the literatures they are supposed to be discussing, and who in matters of clear, alert, attractive, efficient teaching are both deficient and indifferent.

Perceiving this need, and realizing that the realities are not always being faced in the professional training of too many of our teachers of modern languages, some of us who are neither revolutionaries nor cynics sense certain weaknesses in the present situation and cherish certain hopes regarding future developments. These are the weak points that the critics deplore: first, that usually in our larger universities, and too often in our colleges, teaching ability and thorough knowledge of the elements are not demanded of an instructor in elementary subjects, provided he is a learned scholar; and, secondly, that the type of work now emphasized in our graduate schools is not of such a nature as to attract those whose lives will be spent in high school or junior college teaching, too many of whom therefore either dispense with graduate study altogether or turn to some institution emphasizing pedagogy at the expense of content. And this is the hope: that graduate school teaching may so shift its emphasis in the

training of teachers of elementary subjects as to include complete mastery of those subjects and some interest in the art of teaching, and that therefore many more of our secondary school teachers and absolutely all of our college teachers will come to our graduate schools, sure that they will there be trained in essentials and helped to study the problems of teaching, but eager also to drink deep draughts of a "scholarship" that will now be kept in its true perspective. This is the gist of this paper.

Before we proceed we should forestall two serious objections that might render the whole argument ridiculous if allowed to stand. In the first place these suggestions are not made in the innocent conviction that they are wholly novel nor that the reforms asked for are nowhere to be found functioning. Some graduate schools are not blind to the need for proper training, and institutions of other types have long been explicitly focussing their attention upon the preparation of the teacher. The fact remains, however, that colleges and universities are turning out hundreds of teachers without the sort of training needed, either in content or classroom procedure, and that a few simple changes in emphasis and organization, with the addition of only a few courses, might work a great improvement. In the second place the writer is not under the generous illusion that superfluous scholarship is everywhere in America crushing the life out of our colleges and schools. The contention is simply that in far too many of our leading colleges and universities erudition is encouraged at the expense of more relevant content-training and teaching skill, and that the ambition to be thought "scholarly" too often leads in the wrong direction when teachers for freshmen and sophomores are being sought. The assertion that scores of colleges and hundreds of schools are taught by people without adequate scholarship of any sort, either remote and technical or elementary and useful, leaves the question just where it was,—unless it should lead us to hope that the Graduate School of Teacher Training may attract and reform this type of incompetent.

One realizes, too, that some of our ambitious specialists have been able, in one way or another, to perfect themselves in those fundamental things that undergraduate classes need to be taught, and that some of them are even excellent teachers: it would be a

sorry situation if these things were not occasionally true. But we cannot because of these hopeful exceptions forget the vast number of cases on the other side.

Careful study of any graduate student body in language work—not as imagined but as it really is—would show it to consist of two—possibly three—fairly distinct elements: (1) A minority destined for genuine university jobs, primarily and rightly interested in research and remote scholarship, and justifiably indifferent to pedagogical questions; and (2) A large majority destined, either by choice or by circumstances, to teach the lower undergraduate classes in language and general literature, or even the language classes of the high school, whose main business should therefore be to attain a mastery of exactly those elementary things that they must teach, and somehow to learn how to teach them.

The futility of the aspirations toward research of some in this second class is only too evident. Some of them never really hope for a life devoted to productive or specialized scholarship, others aspire to it but soon find themselves unfit; in either case the “scholarly work” is likely to be limited to one problem—the doctoral thesis—put through laboriously in order to get the degree, and then quickly forgotten as the authors commit themselves to the sort of teaching career that Fate has decreed for them, not immensely benefitted by this one perfunctory attempt at independent research, and perhaps vastly deficient in the more immediately necessary training,—a training which they lack all their lives or get for themselves late and with great effort.

Even in the advanced field, where the work must be done by distinctly scholarly men, there seems to be some ground for disagreeing with the assertion, sometimes rather too confidently put forth, that productive scholarship is essential to good teaching. Essential it may be in the ever-developing natural sciences; desirable and fascinating it certainly is in every field, when it does not crowd out broad learning or interest in teaching. But to assert that it is essential for the teacher of Modern Languages seems an exaggerated view, rendered almost untenable by the numerous cases of good scholarly teachers who “produce” little or nothing. Hence there may be some justification for recognizing a third, intermediate, category of prospective teachers, who are distinctly



scholarly but whose scholarship will consist of broad knowledge rather than concentrated research (except perhaps for minor course papers, done in the graduate school largely for method). One may even suspect that the thoroughness and breadth of the learning of such people will be greater for the very reason that they spend their time in reading rather than in research or writing. These men would naturally prefer teaching in the advanced college or university courses rather than in the junior college or the high school, and, in spite of the absence of "productivity" or the more technical types of erudition, they are often eminently fitted for such work—except the research courses.<sup>1</sup> Teachers of this type should spend just as much time in graduate preparation as the Ph.D. does; they should, in my opinion, receive a degree of equal dignity, and be appointed to posts of equal importance. The Graduate School of Teacher Training would help these men to find themselves and to get the training they need.

We might thus recognize *three* categories of prospective language teachers, rather than the two suggested above: (1) the researcher preparing for advanced university work only; (2) the non-research scholar looking forward to the higher reaches of college teaching; and (3) the teacher *par excellence* who will fill a junior college or possibly a high school post. But until better organization shall put our university researchers immediately into advanced work, without a stage of apprenticeship in more elementary teaching, it may properly be expected that they and all others who for any reason, and for however short a time, are going to teach elementary subjects, shall master those subjects

<sup>1</sup> From the Report by Committee G of the American Association of University Professors on "Extra-Collegiate Intellectual Service" (*Bulletin X*, 5, page 19) we may quote an interesting opinion on this point: "If we are to have good students, we must have good teaching. An essential to good teaching is continued study. This will in the case of most well-trained college teachers inevitably develop into original research. That is, the great majority of studious college teachers will from time to time complete investigations that are worth publishing. Nevertheless there are some whose inclination leads them to think and learn widely rather than intensively in a limited field. Among these are drifters, floating at the surface over one thing after another—but here are also some of our finest teachers. It cannot therefore be claimed that the conduct and publication of researches is a necessary activity of a good college teacher. When, however, sooner or later, reports of investigations fail to appear, the university public is justified in asking what takes the place of investigation in the life of this or that teacher."

and do their best to become good teachers of them; and thus it will be apparent that many who ultimately will belong to the research or scholarly class will have to pass through the "mere teacher" stage.

All of those who are training for elementary or intermediate teaching—be it permanent or temporary—should pursue thorough courses in pronunciation, speaking, syntax, *modern* literature, history, civilization, teacher-training, and perhaps educational psychology. Even those who expect to remain permanently in the less ambitious grades of teaching will on the other hand be expected to give what time they can to the higher reaches of graduate study: the more literature they study the better; a little philology is almost essential to their language teaching; and minor research problems will give them a scholarly tone. And it should not be forgotten that a few misfits may be discovered in this "mere teacher" group who should be encouraged to change their status and devote themselves permanently to the other so-called "higher types of scholarship."

The stress in the title of this article is on the word "teacher," taken in its most literal sense. Thus understood it does *not* mean professors who hold chairs, learned young men who pretend to instruct in elementary subjects which they have never taken the trouble to master (and which they perhaps dislike), nor scholars who sit before classes unable to organize, clarify, or vivify the subject under discussion. An institution for the training of teachers means an organization that will instruct future pedagogs in exactly those things they need to know and which will do what it can (admittedly a limited amount) to show them how to become good teachers, by planning preliminary training, by discussing aims, by analyzing the conduct of the class, and by suggesting a scheme of life outside of the class room.

In a previous article<sup>2</sup> it has been suggested that something can be done for the professional training of our teachers in a single teacher-training course which while dealing primarily with aims and methods also touches incidentally upon the preparation of the teacher for his life-work and aims to organize that preparation, first by encouraging concentration upon the right kind of content

<sup>2</sup> "Training Courses for Teachers of Modern Languages," *Pedagogical Seminary* (Clark University), XXX. 4.

courses, and then by pointing toward various opportunities for more advanced graduate study subsequently. The present discussion has in mind, not merely the teacher-training course, but the organization of the whole first year of advanced specialized training of the modern language teacher who is preparing for the sort of school and college teaching that the vast majority of our language teachers will do. And, by the way, we should not be alarmed by a rather ambitious name; the organization of the "Graduate School of Teacher Training," which we might call the "Teacher Training Institute" for convenience, will be seen to be a rather simple matter.

In order to avoid all possible misunderstanding, it may be repeated that the Institute would be directly interested in only one class of teachers—those who would expect to teach courses for which good teaching and elementary content-training would be essential—and that it would relinquish even such of these as might continue into a second, third or fourth year of advanced graduate work. Furthermore, the incidental proposal of a new doctorate for the non-research scholar is not in the least an essential part of its program, and, even if it were, the advanced graduate work of such a man would not be its immediate business. Graduate students interested only in research or the most advanced scholarship would probably avoid the Institute altogether.

Perhaps, too, it may not be superfluous to guard against the unwarranted suspicion that the sentiments expressed in this paper betray the slightest lack of appreciation of the distinguished services being rendered, more and more effectively every year, by our graduate schools to the intellectual life of America. Their contribution to sound learning and to independent research has transformed the spirit of collegiate and university teaching, and probably has indirectly toned up school standards. For what has been already accomplished we can never be too thankful to the scholars who have been training American teachers during the past fifty years. If the advance that has taken place in the last generation before our very eyes continues through the years to come, American scholarship will occupy perhaps the highest place in the Republic of Learning. And this improvement in scholarly tone, be it noted, should affect not only the graduate student's attitude toward minute technical questions, but his standard of

equipment in humbler things like applied phonetics and the broad view of literature. That is why the Teacher Training Institute aspires to be a part—if only the humblest part—of the Graduate School, from which it is distinguished, not by spirit and ideals, but by the material on which it works. Let us return to a consideration of the Institute.

The Teacher Training Course in the Institute would be central but not overshadowing: just one course meeting three hours a week for one year (or even one semester); dealing with practical problems; discussing the best opinion and passing along the ripest experience in the realm of ideal, aim, plan, method, devices; planning the best possible preparation for one's lifework, with due consideration of graduate study and other preparation at home and abroad; and providing, if possible, a little supervised practice teaching. This is not the proper place to repeat at length the arguments advanced elsewhere<sup>3</sup> in favor of such a course, but we may define its central claim: it appreciates the criticism that teachers cannot be manufactured by courses of study, that native ability is necessary, and that the imitation of one's more successful teachers is a great inspiration to good work. But it would suggest in rebuttal that it is not planning to manufacture teachers, to destroy native ability nor to neutralize the imitation of one's more successful instructors; on the other hand it contends that explicit consideration of teaching problems as problems,<sup>4</sup> aided by all the light that the opinions of *every available* successful instructor can throw on them, should enhance, not diminish, one's native talent, and add to the benefit one may derive from imitation of one's own teachers—who, by the way, may not have been so tremendously skillful.

The person who gives the Teacher Training Course, or some Dean in the Institute, might act as a special adviser to all intending

<sup>3</sup> *Ped. Sem.*, loc. cit.

<sup>4</sup> Professor S. H. Bush ("The Dry Bones of Teaching," *Modern Language Journal*, X., 3) recounts an experience that nearly every older teacher can duplicate: "When I first entered a classroom as a teacher, I not only knew nothing about the subject, but I had never exchanged a word with anyone on how to do the thing. I was told to go in and win, like a small boy in a street battle. Nobody mentioned technique. I had no plan." But I believe that he goes much too far when he asserts that "No teacher nowadays has this experience." If the radical improvement implied in this statement (and I am aware of some improvement) is a reality this paper is a useless nuisance.

teachers. His first duty would be first to keep the students' wheels upon the ground—to insist that those who are to teach elementary French shall know how to pronounce and speak the language, and that those who give courses in literature shall have read widely and appreciatively. And then, to sweeten and inspire what might otherwise become a life of drab routine, he might also hitch the student wagon to the star of a little highly specialized scholarship, or productive writing of some other sort. Further, he would be available for the most prosaic and definite advice about outlining one's career, getting well started, etc.

Around the course in Aims and Methods as a coördinating center would be placed courses perfecting pronunciation upon a phonetic basis, courses in composition and syntax, a little practice in speaking, as much study of literature as possible, with a reasonable amount of civilization, history, philology, and educational psychology. Many of these courses would be found already existing on the program; the only problem is to get them organized and utilized. Thus the actual program of the Institute would be simple, not revolutionary: it would be chiefly one of organization,—classifying its students and getting them into the right kind of work. Beyond this, and perhaps the addition of a very few useful courses, its presence within the graduate school as now functioning would hardly be noticed—unless indeed it should happen that the opportunity for immediately helpful graduate training of this sort should swell the ranks of our graduate body beyond recognition. While there would be insistence upon a study of the technique of teaching, and recognition of educational psychology, the total of non-content courses would fall far below the limit set by the recent vote of the Modern Language Association.<sup>5</sup> All the rest of the courses would be for content, but content of the right sort. Many of these courses are already on the graduate or undergraduate program. The new organization would imply sane adaptation of means to end, rather than large increase of courses and instructors. It may be suggested incidentally, that, in order to save the Institute from the suspicion of being unfavorable to the best scholarship and of over-emphasizing pedagogy, the greatest care should be exercised to secure as instructors in its courses men who are not only interested in educational problems and are them-

<sup>5</sup> See *Modern Language Journal*, X, 1, p. 49.

selves good teachers, but who are also scholars of unquestioned standing and, if possible, of recognized attainment in the domain of research.

Only a final word remains to be said about the steps that need to be taken to establish Teacher Training Institutes. This is not a matter of vast new endowments, plants and faculties; it is a simple matter of recognizing the need and of making certain adjustments in already existing universities and colleges. There is an obvious opening in three types of institution:

1. On the threshold of the well established graduate school the Institute would find a modest place, with little to do in the way of creating new courses, but perhaps somewhat more to keep it busy in insisting that the humbler things be not overlooked and that men of average ability do not undertake too lofty tasks. It should be ever clearly noted that the Institute would interest itself in the first year of graduate study only, and that only in connection with a particular type of teacher.

2. It might find a warmer welcome in the graduate school that is not yet widely recognized as in the first class. It is indeed often doubtful whether the ambition on the part of the weaker institution to cope with the older and better equipped universities is a laudable one, and whether—in Romance Languages at least—the supply of graduate opportunity of a high grade is not at present amply sufficient to meet all the genuine, natural student demand. But a younger university, without the resources to build up a faculty of first rank in scholarship, might properly attempt the more modest but much-needed type of teacher-training described above. If intelligently conducted and properly advertised, it would soon begin to serve two important groups of intending teachers: first, those who now go into teaching without any sort of graduate study, but who could be persuaded to undertake a brief period of practical teacher-training—especially when the material rewards of such training became evident; secondly, such budding graduate schools might properly compete with the older institutions *for the first year* of the traditional type of graduate student, many of whom would realize the value of courses of such an immediately practical nature, of an intelligently planned attack upon one's lifework, and of the personal touch that a small institution can give. After the first year, our Institute would be



honest with its students and send them for their advanced scholarship to the most scholarly graduate schools available.

3. Some of our colleges are already sending out every year large numbers of high school teachers, and an occasional college teacher. In such colleges the Institute would take the form of a highly specialized senior year, or perhaps a very modest graduate year, organize the courses in language and literature, recommend courses in history, civilization and educational psychology, and add courses in pronunciation (or applied phonetics), syntax, and teacher-training. It would also see to it that, after the first year of such training, the more promising students were directed to the best graduate schools, with which it would not foolishly aspire to compete.

Whatever form the Institute might take, its principles would be everywhere the same. They are these:

(1) Insistence that every teacher shall be trained to his job. This means that he shall know the subject he teaches—however elementary—and that he shall be helped to make himself a good teacher. It means further that even the specializing scholars of the future shall play the game during those irksome years of apprenticeship in which they must earn a living as “mere teachers” of elementary subjects.

(2) Opportunity for tentative segregation into groups consisting primarily of teachers or primarily of scholars. This, of course, is experimental and somewhat a matter of emphasis, not an absolute and definitive classification. But it would save some from trying what they cannot do well and should not undertake, and limit “scholarship” to a small group really fitted for it and ready to pay the price.

(3) Encouragement for more secondary school teachers and college instructors to come to the graduate school for a preparation which they would see to be useful, and which in time might well be considered essential.

(4) Service to the community by acting as a source of supply for teachers who combine scholarship with practical efficiency.

*Clark University*



## AMERICAN STUDENTS ABROAD

The following communication from Dr. John J. Tigert, U. S. Commissioner of Education, arrived too late for insertion in the May number, but it is believed that it is equally—or more—appropriate for printing now:

"The following statement is sent to colleges and universities in this country at the request of the Department of State. Will you kindly give it publicity among the student body? Anything further that you can do to present the matter in a strong light to your students will be appreciated.

'Students from American colleges and universities making tours abroad occasionally apply to the American Consul, Southampton, England, for aid in securing work as seamen on vessels leaving that port for the United States. In many cases these men have no money to pay for a return passage. The consulate has no fund to aid such individuals, British vessels refuse to employ them while so many British seamen are out of work, and American vessels are limited to the ships of the United States Lines and not more than a half dozen cargo steamers per year, which seldom require or will take further crew. The United States Lines vessels have few places to fill on account of desertions at Southampton, and preference for these places is given to destitute American seamen with papers showing that their usual occupation is seafaring. The only alternatives for destitute students are cabling to relatives for money, or admission to British poorhouses and subsequent deportation. Too often students assume the attitude that theirs is an amusing adventure calling for the tolerant assistance of consuls abroad and shipmasters. While American consuls have every sympathy with the ambitious youth who will tour Europe on small funds, earning what he can as he goes along, the severe unemployment situation in England and the British law do not permit Americans to take work there, and American shipmasters in need of genuine seamen who know their jobs feel no obligation to fill vacancies with stranded students as a mere convenience to the latter.

'The situation above described is not materially different in other British ports and in seaports in other European countries, and American students are therefore warned that it is practically impossible for American officials in Great Britain and other countries of Europe to pay for their passage or to secure positions for them to work their way home. A point of view which may not have occurred to students is that it is unpatriotic to become destitute abroad through lack of foresight, as the matter inevitably comes to the attention of the foreign aliens' officials or police and arouses unfavorable comment.'"

## ANENT THE CHICAGO M.L.T. LIST

By R. W. PETTENGILL

CURIOSITY prompted me to make some comparisons with the "standard vocabulary" for elementary German adopted by the Chicago M.L.T. and published in the *JOURNAL* of April, 1925. I wished to see how this List checked with that given by Bierwirth in his "Elements of German" and also with the actual vocabulary of some text suited for second year reading in college or third year in high school. Mindful of the injunction: *Ein jeder kehre vor seiner Tür*, I chose for this purpose Storm's *Psyche*, published by the Oxford University Press. I do not guarantee my count to be absolutely accurate nor did I differentiate as carefully as one might, but the results may be of interest to some.

	Chicago List	Bierwirth	Bierwirth but not Chicago
Nouns	515	270	38
Verbs	292	270	92
Adjectives	178	120	14
Adverbs, preps., conj.,	161	85	8
Total	1146	745	153

(NOTE: Bierwirth's lists were based upon a count of some 160,000 words, the material being selected to represent as fairly as possible the average school and college reading. I have counted only the words in his last group, accepting his approximate figures for the first three.)

Examination of the words represented by column 3 showed 10 nouns closely related to words in the Chicago list; 6 weak and 39 strong verbs were compounds of verbs in the Chicago list; 7 adjectives had relatives there, while I should think that *selbst*, given by Bierwirth, might be of more frequent occurrence than *selber*, in the Chicago list.

Turning now to the *Psyche* we have 1,882 vocabulary items which I have divided as follows:

Words in Chicago list	610
Words compounded wholly from Chicago list	278
Words derived from or related to words in Chicago list	253
Proper nouns and adjectives not in Chicago list	28
Balance	713

(NOTE: I did not divide by parts of speech but did count nouns as they could be picked out readily. Excluding proper nouns, as above, my count shows:

Words in Chicago list	189
Compounds of words in Chicago list	65
Related to words in Chicago list	98
Balance	353
Total	705

Inasmuch as a number of those classed as unrelated were compounds with one element in the Chicago list, it would be fair to say that over half were either contained in or were related to items in the "standard vocabulary.")

Of the compounds in group 2 separable verbs make up almost exactly half the items. Nevertheless, several common prefixes are not found in the Chicago list.

The third group contains diminutives, feminines in *-in*, other derivatives and more or less obviously related forms.

The fifth group shows a higher count of unrelated words than is perhaps really justified, for it includes over 120 compounds with one significant element in the Chicago list. Several dozen of these are formed with the inseparable prefixes *be-*, *er-*, *un-*, or *ver-* (21 with the negative prefix *un-* alone). On the other hand it comprises a number of art-terms and those words needed to give the local color so characteristic of most of Storm's stories. Such words need not be sought in any list and belong to the recognition, rather than to the active vocabulary of the average student. In this group are also found several foreign derivatives which are readily recognized, some rather common verbs (*biegen*, *graben*, *greifen*, &c), some rare items like *Mama*, *Papa*, *Ach*, *O*, and *Baum*, and the personal pronouns and numerals. (Note: The pronouns and numerals would almost certainly rate high in frequency but as Mr. Morgan does not mention them I have felt obliged to relegate them to this group.)

Mr. Morgan's prefatory remarks forestall any petty criticism of the list and my slight comparisons were not intended as the basis for any criticism whatever. The results merely confirm my opinion—apparently shared by members of the committee which recommended the list—that some items might be omitted without serious loss, while other common items might have been included. In some degree any such list will be fortuitous and the consideration given to existing grammars and readers, while dictated by

practical necessity, detracts somewhat from the ideal perfection which might be obtained. Hence the list must remain subject to revision.

That the list contains virtually 80 percent of the words listed by Bierwirth (over 88 percent, if we allow for related forms) is of some slight value. That a student who had mastered the list would know a third of the words in *Psyche* and have at least some point of contact with another third means to me that I could ask him or her to read that text forthwith, provided grammatical attainment were at all commensurate with that in vocabulary.

*Skidmore College*

(NOTE: A hasty count of the vocabulary items in Zeydel's edition of *Immensee* shows a total of 2,304 listed, of which 805 are asterisked to indicate that they are in the Chicago List. When one considers the fact that inflectional forms are freely included for the benefit of beginners it is evident that the proportion of words in the List to the total is about the same as in *Psyche*. A casual glance shows, too, a very considerable number of compounds and related words. That this vocabulary includes words used only in the introduction or in the exercises probably does not materially affect the validity of this count as an indication of the ratio in Storm's text although it does raise both figures above what a count of any other edition would show.)

R. W. P.

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#### "La Prensa" CONTEST

The winners of the second annual prize essay contest for students and teachers of Spanish conducted by *La Prensa*, the Spanish daily newspaper of New York City, in coöperation with the American Association of Teachers of Spanish, are announced as follows:

##### Group I (Secondary Schools)

First Prize (\$250), McGregor Snodgrass, Baltimore Evening High School, Baltimore, Md.

Second Prize (\$125), Fannie Vertun, Bushwick High School, Brooklyn, N. Y.

Third Prize (\$75), Sylvester Weaver, Jr., Los Angeles High School, Los Angeles, Cal.

##### Group II (Colleges and Universities)

First Prize (\$250), Cecile Sughrue, University of Kansas, Lawrence Kan.

Second Prize (\$125), Doris Squibb, University of Idaho, Moscow, Idaho.

Third Prize (\$75), Edwin R. Rule, University of Idaho, Moscow, Idaho.

## Group V (Teachers of Spanish)

First Prize (\$250), Hyman Alpern, James Monroe High School, New York City.

Second Prize (\$150), Vera Lee More, Beaumont High School, Beaumont, Tex.

Third Prize (\$100), Lula Giralda Adams, Brookline High School, Brookline, Mass.

Numerous smaller prizes were awarded in the first two groups.

Winners in Groups III and IV, for students in graduate schools who are candidates for the degrees of master and doctor, respectively, will be announced later.

It will be noted that the University of Idaho carried off two of the three main prizes for undergraduates in colleges and universities. Our congratulations to Professor Margarete L. Sargent of that institution.

## COLLEGE ENTRANCE EXAMINATIONS IN FRENCH

By OSMOND T. ROBERT

A COLLEGE Entrance Examination in French has for its main purpose to classify candidates according to their attainments. It is, as it were, a sieve in which they are shaken up or against which they are thrown. The finer material goes through; the rest does not pass.

But an examination to which (in 1924) 1,650 schools sent 10,469 candidates to be examined in French, fulfills two other offices which in my estimation are vastly more interesting: (1) it examines the teachers of the candidates, showing where they have failed to meet the requirements of the examiners; and (2) as a consequence it determines to some extent the matter to be taught, as well as the manner in which it is taught. The nature of the examination has therefore a far-reaching influence on the work done in the schools. This it has not only by the nature of the questions set but also by the rating given to each question. It stands to reason that, if the rating given for pronunciation (the study of which is recommended) is only 5% of the maximum, the teachers will hardly feel justified in spending much time on the teaching of that subject; and if the rating for translation from French into English is 40%, i.e., nearly half the full mark, or 66% of the passing mark for most colleges, the teacher will be tempted to spend a large amount of time on that type of work, to the neglect of oral work in the foreign tongue, the understanding of it, syntax, and free composition.

The figures I have quoted are not imaginary ones. They are those of the readers of the C.E.E.B., and remain so in spite of the protests of some of us. I may add that 10 or 15% is assigned for free composition.

Apart from the 5% given for pronunciation (and a purely theoretical knowledge of pronunciation it is, for there is no necessity whatever for the student to be able to produce the sounds on which he is examined) the C.E.E.B. examination is one in written French alone.<sup>1</sup> The candidate is excused from all knowledge of the spoken language, i.e., all understanding of it,

<sup>1</sup> The usual pronunciation question does not appear in the paper for the June, 1926, examination.

all skill in speaking it so as to be understood. In a word, French is treated as a dead language by the examiners and is therefore in great danger of being so treated by these 1,650 schools. And, as if that were not enough to insure its treatment as a dead language, the Board puts down as a desirable number of pages to be gone through in the first three years 750, and as a more desirable number 1,200, and throws in an extra thousand pages for "Cp 4" candidates. So many pages cannot be read intelligently in so short a time by beginners. I have been told repeatedly by my students and by teachers that the reader is read with the eye only, the pupils merely rendering the story into English (and what English!) so that the French "reader" should be defined as a book which is not read. Even Latin gets a better chance of being read aloud, for it is not given in such large doses.

Looked at more closely, what does this all mean? It means that a very high percentage of the passing mark is given for a merely passive memory of vocabulary. That is done, I believe, with the idea that much reading enlarges the vocabulary and that vocabulary is what is needed for the understanding of the books which will be read in the literature courses which successful candidates are to follow in college. My own long experience leads me to believe that it is not *much* reading but *close* reading which enriches the vocabulary; for an expression is not truly possessed by the student until he knows the sound of it, the spelling of it, the meaning of it in such and such a construction, and the limits of its usage. Close reading is absolutely essential to those who are going to do work in literature, if by work in literature is meant not the mere history of literature but training in getting out of the texts at first hand the thought of the authors studied and the secrets of their art; that is, if literature is to be a formative and not merely an informative subject. I believe that tests could easily be devised which would induce the teachers to train their pupils to read intelligently, observingly, realizing what is beautiful and why it is beautiful; and distinguishing at all times between what is clearly apprehended and what has only been caught sight of in a blurred outline.

Passing on to another aspect of the C.E.E.B. French examination, I believe that the questions in grammar are vastly superior to what they used to be a few years ago, although there are still indications that the examiners regard grammar as a matter of



forms rather than of functions and meanings. The importance of paradigm learning is still emphasized occasionally at the expense of syntax. A candidate who cannot give the past definite of *cuire* (now a purely dialectic form), pays the same penalty as one who misuses an imperfect. The one is a piece of not very regrettable ignorance that can be corrected in five minutes; the other is a fundamental error, the roots of which are deep-set in the candidate's Anglo-Saxon linguistic habits and which may require months of arduous work to be eradicated. Such an error makes ineffectual much of the other work that he does, and makes impossible the appreciation of the exact meaning of the authors which he reads. If the use of the tenses of the indicative were given the importance that such a fundamental matter deserves, were assigned a mark at least equal to that given for a passive memory of vocabulary, I am sure that the effect would be as immediate as salutary. The teachers would find means of teaching it. They would themselves turn to their texts for examples and would direct the attention of their pupils to the same texts; the writers of grammars would realize that since their explanations do not prevent the everlasting recurrence of errors, their explanations are wrong or inadequate, which is the same thing; the editors of texts who set exercises in transposition, having no other aim than that of making the pupils recall or look up certain verb forms, would realize that their transpositions are often veritable decoys by which they entice the students into syntactical error; and the mastery of the syntax of the indicative would clear the ground for more effectual work in other directions. It would enormously improve the quality of free composition work, permitting the teacher to insist upon orderly arrangement, clearness of expression, nice choice of vocabulary,—i.e., to cultivate the intellectual and esthetic faculties of pupils instead of wearing out their eyes, their nerves, and their red pencils in eternally substituting imperfects for past definites and vice versa. That one reform would therefore lead to better teaching, better grammars, and better editions of textbooks.

I have one other criticism to offer of the C.E.E.B. examination. It is that it makes no provision to test,—i.e., to encourage the teaching of—the spoken language, for it has neither aural or oral tests. In its 1924 report, the Board puts down among those things for which it has not yet undertaken to administer any tests

"facility in conversation in foreign languages." The very formula used seems to show that the examiners are thinking of mere chatting and have not thought how important oral work is for preparing the way for work in literature. Oral work for the mere sake of being able to converse in French is a Berlitz ideal beyond which we should go. Work in the spoken language is desirable because a poem, for instance, is a song which has to be said aloud in order to be appreciated and which can only be fully understood by those who have formed rich associations between the sounds of the words and the images which they evoke. And much prose comes under that category also, else why should Flaubert, for instance, have made everything that he wrote pass through his jaw (his *gueuloir*, as he elegantly called it) before he sent it to the printer? Oral work permits the constant and rapid practice of expressions, constructions, and idioms, the full meaning and nice usage of which we never realize but through long and repeated experience. Furthermore, French is after all a living spoken language; a knowledge of French includes a knowledge of spoken French.

If teachers knew that an oral or at least an aural test was coming, they would, I believe, be induced to abandon the practice of not reading the reading book; they would, I am sure, take some pains to set a good example of pronunciation to their pupils; they would give them fluency exercises which would eliminate the ever-occurring nerve-racking "er"; they might even be induced to give their pupils passages of prose to be learned by heart, to the great benefit of their speed and accent, to say nothing of their active vocabulary, filling their memories with model constructions on which they might draw at any time. The cultivation of the spoken language would therefore have a beneficial influence upon their written work.

I know that many teachers are conscious of the fact that the C.E.E.B. examines their pupils in only half of their subjects, and do try to do vastly more and better than is required of them; but the crushing burden of the 1,200 pages is a hindrance. Our students who come triumphantly through the "Cp 3" examinations have certain characteristics which seem to me a direct outcome of their preparation for that particular examination: (1) They have learned to read rapidly and inadequately. They sincerely believe that they have understood their texts when they have caught a glimpse of the gist of the story. Indeed, they are dominated by

the idea of a "story," so that if one gives them a piece of work to do upon a play of Racine, for instance, one must expect them to start their work by the statement: "This play is the story of," etc. The story, indeed! (2) Not 20% of those successful candidates can use the tenses of the indicative with tolerable accuracy, though they fail much less frequently on the obsolescent subjunctive. They simply do not know what the different meanings of the imperfect and past definite or indefinite are. The truth is that there has been no time to learn such things, because they have been crowded out. (3) I have rarely had the pleasure of meeting successful candidates (I do not mean "Cp 3" candidates merely, but those of "Cp 4," who have presumably had the advantage of going through an extra thousand pages) who have ever thought, unless prompted by the form of the English construction before them, of varying the wooden structure of their sentences by the occasional use of a participial or infinitive construction. Yet they could be taught to do so by closely reading and imitating almost any ten pages of French narrative. But there is no time for such trifling matters; the 750 or 1,750 pages must be gone through.

Personally I am convinced that all this comes as a result of the *quantitative* standard of measurement set by the Board and will continue until that standard is replaced by one which might be called *qualitative*.

Of course there are many teachers who feel that their sole aim is not to get candidates through the college entrance examinations and who do in fact treat the French language as a living one, viewing it not as a mere series of equivalences to English words and constructions but as a means of expressing thoughts conceived by a type of mind of different linguistic habits.

The organization known as the Experiment Board has set about finding means of quickening the language in the classroom in spite of the necessary use of books. It is not for me to explain what the Experiment Board is nor what are its ideals. Suffice it to say that that Board has appointed, amongst others, an examiner in French and made to him some very excellent suggestions, the outcome of which has been a rather unorthodox type of examination paper, which I shall now describe.

I shall observe, however, before doing so, that although no oral examination is given, the paper is such that unless the candi-

dates are accustomed to do work in spoken French they will necessarily fail at the examination.

The paper consists of three parts. First, the candidates are given a sheet on which is printed a short story, which they may study for fifteen minutes. The paper is then taken away from them and another one given them on which they find ten questions upon the text they have just read. The answers to these questions require that they should have read very attentively, noticing even details. Some questions, indeed, require a little thought on the part of the students, as their content demands some simple deduction from what is stated in the text.

The questionnaire is followed by a few questions permitting the candidates to show that they know how to use idiomatic expressions referring to seasons, dates, numbers, time of day, age, etc. Then comes a short exercise on word formation, it being the belief of the examiner that the passive vocabulary can be cultivated very rapidly by an elementary knowledge of the principles of French derivation, without adding appreciably to the burden upon the students' memory.

The candidates are also asked to give definitions or synonyms of a few words. This gives them an opportunity of proving to the examiner that they can form correct French sentences with the active vocabulary that they possess, and of proving at the same time that should the dictionary equivalent of some word fail them they can nevertheless, like French children, find means of expressing what they wish to convey. This exercise is followed by one involving the use of prepositions or pronouns, etc.

The following question tests the candidates' ability to use the tenses of the indicative, either by a simple transposition or by filling in personal tenses in place of infinitives in a piece of consecutive prose. Finally, we have a few lines of dictation, involving the agreement of adjectives with nouns, verbs with subjects, etc.

The third part of the paper, to which a comparatively high mark is assigned, consists in the reproduction of a short narrative read to the candidates by the presiding examiner. It is a test in aural work, active vocabulary, grammar, the use of idiom, syntax. Indeed it may be said to be an all-round test.

No question in formal grammar is given, but the candidate's knowledge of practical grammar is tested in every question,

including even the derivatives, for no credit is allowed for a word unless it is used in a correct sentence.

It is my belief that if the C.E.E.B. would gradually change certain aspects of its French papers; would attach less importance to the value of a mere recognition of, or shrewd guessing at, the meaning of words; would give more importance to free composition (in which the candidate has an opportunity of showing what he knows as well as betraying what he does not know); if a short dictation were given (dictation being an excellent aural and grammatical test); or if the Board insisted on the reproduction of a short and fairly easy story read to the candidates by the presiding examiner or some person called in for that purpose, that a powerful lever would thereby be applied to the French departments in all those schools which send up candidates for examination, and a very little pressure would easily raise the quality of the work in those schools. What is more, I gather from earnest conversation upon the matter with a number of teachers, that the French departments in many of the schools, far from resenting that action, would welcome it with a cheer. The colleges would have no reason to do otherwise.

If the objection be raised that the large majority of pupils in the schools which send up candidates for examination, do not intend to go to college, I will reply that although the C.E.E.B., as a body examining for college entrance, and my colleagues and I, as college instructors, may not be vitally interested in the training received by pupils who are never to come to us, yet I see no reason for depriving such pupils of the advantages of (1) a training in accurate hearing and reproducing of sounds (which would incidentally do something toward improving their English); (2) an intelligent appreciation of the relation between sense and syntax; (3) an experience of the discipline that comes of reading thoroughly what one does read, and of learning to imitate it intelligently.

If it be argued (as it sometimes is) that we have neither the teachers nor the sub-examiners to undertake the work, I will say that unless the business of education differs radically from all other business, the demand will soon create the supply, as surely as the demand for rubber has led to the widespread and enthusiastic cultivation of that plant. As a matter of fact, that absence of suitable teachers is more or less of a bogey. I know dozens of them

who are only too anxious to set about their French work in a different spirit, but they are held by their superiors, and by the C.E.E.B., to skimming through hundreds of pages of texts. And if in very truth some of the teachers now in charge of French classes cannot do more than supervise the rendering into barbarous English of page after page of French texts, or hear the pupils recite grammar rules (some of which, by the way, have astonished more than one cultured Frenchman), it would be cheaper to pension them off, or find them some other occupation than year after year to put the students who come to college to the intellectual loss of at least one year of advanced work in French, while their instructors try to teach them what they might have learned before they came to college, and endeavor (though sometimes vainly, for the damage is already done) to undo the harm done to their English and to their French, not to say to their intelligence, through an excess of rapid and slovenly translation into bad English and through a surfeit of ill-digested grammatical hardtack.

I should be sorry if what I have said should make me seem unappreciative of the good work that the C.E.E.B. has already done. I should be more sorry still if any change in the type of the Board Examinations should be in the direction of the reforms suggested at the Modern Language meetings in Boston last spring. The kind of examination, I mean, which accepts as satisfactory any successful guess at the meaning of words; which leaves entirely out of account that any knowledge (worthy of the name) of a foreign language means ability to read, write, and speak it, as well as to understand it when it is spoken; and which overlooks the fact that a word (whatever a word may be) is not known until one can recall it and use it in an acceptable setting. My suggestion would be to give no encouragement to the piling-up of a vast and half-known vocabulary, but to insist that the young people know thoroughly perhaps a rather limited number of expressions, but know them in such a way as to be able to use them in the manner in which French authors use them. One would then have some solid ground on which to build, instead of the miry mess of confused ideas and shaky syntax which forms the linguistic "foundation" of the vast majority of the young people who flock through the college gates in the fall.

*Smith College*



## AN EXPERIMENT IN SECOND YEAR FRENCH<sup>1</sup>

By CHARLES E. YOUNG and GEORGE E. VANDER BEKE

A GROUP of 28 second year students of French at the State University of Iowa was used during the first semester of the school year 1925-26, as an experimental group for the purpose of determining the results obtained in modern foreign language teaching through the application of a refined testing technique. The chief objective of the instructor, Dr. C. E. Young, was to aid his students in attaining ability to read average modern French prose. To assist him he secured the services of Mr. George E. Vander Beke, Research Assistant in the Graduate College, who had charge of the technical phase of the testing program. The undertaking was made possible by financial assistance from the Modern Foreign Language Study.

The experiment was conducted on the assumption that students will make more rapid progress in reading ability in the long run if at the beginning of the course they are tested for their knowledge of certain important items, and if steps are then taken to remedy the defects of the individual student. Seven sections, or 154 students, were instructed in French reading. All students were given the Iowa Placement Test, FT-1, Revised, at the beginning of the semester. Table 1 below gives the scores for this examination.

TABLE I—Scores Obtained in Iowa Placement Test, FT-1, Revised

(1) Section	(2) N	(3) Mean Score	(4) Average %-ile	(5) Range of Scores	(6) Range of %-ile
Experimental	28	63.55	50	19-101	3-88
II.	29	52.44	35	15-97	1-86
III.	15	64.62	51	34-112	14-93
IV.	11	85.58	77	26-135	5-98
V.	24	86.03	77	61-120	48-97
VI.	23	45.00	27	26-75	6-67
VII.	24	66.42	54	21-144	3-99
Department Total	154	65.38		15-144	

<sup>1</sup> This is a summary of a report made to the Modern Foreign Language Study. (Ed.)



The following factors in reading ability were emphasized during the semester:

1. Vocabulary.
2. Pronunciation.
3. Idioms.
4. Ear training.
5. Verbs.
6. Reading of interesting graded selections.

1. Vocabulary

The first one thousand words of Henmon's Word List, (Henmon, V. A. C., *A French Word-Book Based on a Count of 400,000 Running Words*, Univ. of Wisconsin, Bur. of Ed. Res. Bull. No. 3.) in order of frequency of occurrence, were selected to constitute a minimum vocabulary to be required in this experimental group for the first semester. These one thousand words were arranged in 20 lists of 50 words each. During ten meetings of the class the students were given a preliminary test on the first ten lists or the first 500 words. The average number of words missed was 11.2 for each of the lists. This shows that these students, before they took up their second year work, knew about 388 out of the first 500 words. The range of words missed was from 40 to 232 on the first ten lists. Thus one student had to study 46.4% of the 500 words, while another had only 8% to study. From these 500 words, 92 were missed by more than half of the class. These 92 words made up a review test, which was given a week after the tenth or last list had been studied. On this review test the average number of words missed was 8, ranging from 0 to 45. One pupil missed 45 words. Disregarding this pupil the range of words missed was 0 to 21 out of the 92, or from 0% to 22.7%.

SUMMARY

	Mean	%	Range	Words in Lists
Words missed in preliminary tests	11.2	8 to 46.6	40-232	500
Words missed in review test	8	0 to 22.7	0-21	92

The second group of 500 words or second ten lists of 50 words were handled in the same manner. Results are here summarized:

## SUMMARY

	Mean	%	Range	Words in Lists
Words missed in preliminary tests	10.8	6 to 38.2	30-191	500
Words missed in review test	11	0 to 30	0-31	96

## 2. Pronunciation

In order to arrive at a common understanding between the instructor and the students as to terms used in the study of spelling and pronunciation, a number of definitions and rules were given the group. These definitions and rules were studied in class, with drill on the blackboard and from the text read in class. To measure the results of this phase of teaching, objective tests were given. The results were fairly satisfactory but proved that many students had never learned to be definite and clear cut in their answers. The comments made by individual students to the instructor concerning their previous lack of exact training in pronunciation were very illuminating. Many stated quite frankly that they never before had anything but the vaguest ideas about pronunciation. They felt that the rules and definitions and the drill had been of the greatest help to them.

On the first test in this phase of the work the students obtained a range from 36-61 out of a possible 61. The mean score was 52. On the second test the scores ranged from 12-33, with a mean of 29 out of a possible 33.

## 3. Idioms

Before beginning the reading of a text in class a list of idioms occurring in the book were given to the students. This list was studied by the group in class, and each idiom was given attention when met in the course of the reading. A first test showed a range from 7 to 24, with a mean score of 21 out of a possible 24. A second test showed a range of 12 to 23, with a mean score of 21 out of a possible 23. The third test gave an average of 32 out of a possible 34.

## 4. Ear Training

This was accomplished by having the students listen to oral reading of selections from the texts read.

## 5. Verbs

Drill in the recognition of French verb forms was given on the blackboard. Students were informed that they would be respon-

sible for knowing the verbs, especially the irregular ones, in such a way as to be able to recognize the forms found in their reading and to be able to give accurate English equivalents. They were directed to use any grammar at their disposal for review. Drill was provided by putting on the board lists of verb forms taken from the reading and calling upon students to give the exact English equivalent. In other words, the emphasis was entirely on the French-English point of view. No attempt was made at requiring conjugation or synopsis work. Flash cards were also used to practice this skill. Tests were used to measure the verb knowledge of the students. On the first test the average was 20 out of a possible 25 answers. The second test showed the same average.

#### 6. Reading of interesting graded texts

In a group where the chief objective is the attainment of ability to read average modern French prose, a good deal of practice with such type of material should be given. This group read 360 pages of such material in class. Outside of class an average of 230 pages were read, or a total of 590 pages. This is somewhat in excess of the amount read by the whole group of second year students. Objective tests were used to measure the reading ability of the students.

The following forms of drill which have not already been mentioned are among those used in the class. After the tests on the idioms of the first text, flash cards were made of the idioms missed by the average of the class. These consisted of cards 14 by 7½ on which were printed in large letters the idioms followed by three proposed English equivalents lettered a, b, and c, one of the equivalents being correct. The students were told that when the card was shown and a student's name called, the student was to indicate his judgment of the correct answer by calling the letters a, b, or c, as the case might be. On the back of the card the letter a, b, or c designated the correct answer for the convenience of the instructor. If a student gave the wrong answer the card was laid aside and after the entire pack had been used those which had been incorrectly answered were gone through again as many times as was necessary until the correct answer was given. The students responded well to this drill and showed improvement.

In like manner flash cards were made for the vocabulary missed by the average of the class. These cards were 14 by 2½ and contained merely the French word. The students were directed to respond by giving an English equivalent. On the back of the card for the instructor's convenience, the French word was printed again and the instructor accepted any satisfactory English equivalent. Cards missed the first time were gone through again as in the case of the idiom cards.

In the case of pronunciation drill was provided in several ways. The application of the rules for spelling was practiced as follows: The instructor placed upon the blackboard a list of words illustrating points on which he wished to drill the class. Students were told when they were called upon, not only to answer the question asked, but to give a reason for the answer. In addition to this blackboard drill the class was assigned frequently a page of the lesson in the text for special preparation in pronunciation. They were told that they would be called upon at the next meeting to read out loud from the designated page. In this form of drill the student called upon was directed to read a single sentence. He was not interrupted. When he had finished, the instructor asked volunteers from the class to correct errors and state what rule of pronunciation had been violated. By this means students were compelled to depend on their actual knowledge of the rules and not a more or less vague remembrance of the teacher's pronunciation.

#### FINAL RESULTS

In order to compare the achievement of the members of the experimental group with the work of the other second year French students at Iowa University, a final achievement test was prepared by Professor Young and Mr. Vander Beke.

The examination comprised five parts corresponding to the five factors agreed upon by the instructors at the beginning of the year as worthy of receiving emphasis in a second year French reading course. No suitable objective ear training test could be devised. The five parts consisted of 80 items of reading comprehension; 64 items of pronunciation; 12 idiom items; 25 verb items; 50 vocabulary items. The time used in testing was apportioned as follows: Part 1, 50 minutes; Part 2, 25 minutes; Part 3, 10

minutes; Part 4, 15 minutes; Part 5, 10 minutes; total time, 1 hour and fifty minutes.

The reliability coefficient of the test was found to be  $.814 \pm .019$  when determined from the Spearman prophecy formula (Brown's), by correlating even against odd parts.

The content test material of the Achievement Examination was taken from the matter studied by all second year French students in the department. Thus the reading paragraphs were taken from the texts read in class; the idioms from the idiom list furnished to all instructors at the beginning of the year; the vocabulary from the first one thousand words of Henmon's list (cf. p. 26).

TABLE II—Scores Obtained in French Achievement Test

(1) Section	(2) N	(3) Mean Score	(4) Average %-ile	(5) Range of Scores	(6) Range of %-ile
Experimental	28	188.60	70	150-227	17-99
II.	29	169.07	38	113-209	2-94
III.	15	172.06	44	125-196	5-80
IV.	11	188.08	70	113-215	2-97
V.	24	183.80	63	157-218	24-98
VI.	23	144.00	12	68-185	1-65
VII.	24	166.80	35	127-215	6-97
Department Total	154	173.20		68-227	

All instructors agreed that the achievement test was a fair examination on the material presented during the semester in all sections. In fact, a request was made by the teachers that another

TABLE III—Comparison of Scores Made in FT-1 and Achievement Tests

(1) Section	(2) FT-1 Average %-ile	(3) Achievement Average %-ile	(4) %-ile Ranks	
			Gain	Loss
Experimental	50	70	20	
II.	35	38	3	
III.	51	44		7
IV.	77	70		7
V.	77	63		14
VI.	27	12		15
VII.	54	35		19

such test be prepared to measure the students at the end of the second semester.

Comparing the percentile ranks of each section for both examinations, the FT-1 and the Achievement, we note the progress or regress made in percentile standing by each section during the semester. Such a comparison is shown in Table 3.

Table 2 shows the scores obtained by all students on the Achievement Test.

From Table 3 it may be seen that the experimental group increased its relative achievement by twenty percentile ranks during the semester, or an increase of forty per cent. The only other section to show an increase in achievement raised its achievement by three percentile ranks.

*State University of Iowa*

### FOREIGN LANGUAGE ENROLLMENT IN NEW YORK CITY HIGH SCHOOLS

French, Spanish and Latin are maintaining the hold they attained in the New York City high schools during the war, according to a recent tabulation by Director L. A. Wilkins, of the high school foreign language department. The figures for the year ending in June show a total of 38,653 pupils taking French, 32,514 taking Spanish, 28,521 taking Latin, 6,255 taking German and 1,434 taking Italian.

The increase in students of German over the preceding year is 344 or 6 per cent., as compared with gains in other languages as follows: French, 4,910 pupils or 15 per cent.; Spanish, 3,052 pupils or 14 per cent.; Latin, 1,806 pupils or 7 per cent.; Italian, 287 pupils or 25 per cent. As the table below reveals, the increase in German since the resumption of classes in February, 1921, after an intermission dating to September, 1918, has been less than had been anticipated by advocates of the merits of the German language and literature. Italian, which is a comparatively new high-school subject in New York, had the largest percentage gain, but its total number is lowest in the list. Similar conditions in the junior high schools of New York City were indicated in the annual report of Director Jacob Greenberg.

As given in the New York "Sun," the comparative totals for 1917-1926, as prepared by Director Wilkins, are as follows:

Year	French	Spanish	Latin	Italian	German
1917	14,714	13,362	17,409	103	23,898
1918	17,343	21,771	16,478	56	12,956
1919	20,920	25,729	15,234	66	3,287
1920	20,336	28,801	14,845	125	532
1921	22,206	31,350	15,801	213	881
1922	23,500	33,228	19,402	399	2,752
1923	27,085	30,880	22,305	620	4,696
1924	28,576	28,007	24,969	902	5,285
1925	33,743	29,363	26,715	1,147	5,911
1926	38,653	32,415	28,521	1,434	6,255

—*School and Society.*



## GALDÓS'S USAGE WITH REGARD TO THE ENCLITIC PRONOUN

By MARY E. BUFFUM

A STUDY of object pronouns in the works of Pérez Galdós produces considerable evidence to the effect that the position of object pronouns enclitic to the verb occurs frequently, and leads to the assumption that it is used more freely by modern writers than is generally believed.

Grammarians such as Hanssen, Bello, and Ramsey recognize this tendency, but do not emphasize it. Their customary statement is that some writers allow themselves greater freedom in using the enclitic than the conventional rules permit. They agree that with the indicative mood the enclitic use of pronouns is optional, although most frequently found in connection with the imperfect and preterite tenses. The choice depends upon the location of the verb, the general principle requiring it to stand at the beginning of the sentence.<sup>1</sup> "But enclitics are not applicable under all circumstances even to the same verbal form. Hence their employment is rather rare."<sup>2</sup> "El pronombre se antepone por regla general al indicativo. La posposición es posible, pero se halla casi exclusivamente en el estilo culto."<sup>3</sup> Furthermore, they agree that the enclitic is not admissible<sup>4</sup> after *no* or an adverb, when the subject precedes, when a preceding clause is incomplete and intimately connected with the second, or with the subjunctive mood, except the present used imperatively.

The examples of the enclitic that follow are somewhat full so as to leave no doubt as to the usage of Galdós. The fact that he did not avoid employing the initial position of a verb governing object pronouns is illustrated in *Fortunata y Jacinta*, where the enclitic pronoun is used with the verb that begins the sentence five hundred twenty times at least, too often to be called rare.

<sup>1</sup> Ramsey, *Textbook of Modern Spanish*, Henry Holt & Co., 1923, par. 1366; Coester, *A Spanish Grammar*, Ginn & Co., 1917, par. 207; Bello, *Gramática Castellana*, Madrid, 1921, par. 352d; Hanssen, *Gramática Histórica de la Lengua Castellana*, Halle, 1913, par. 504.

<sup>2</sup> Ramsey, par. 1365.

<sup>3</sup> Hanssen, par. 504.

<sup>4</sup> Hanssen, par. 504, 505; Bello, par. 352d,e,f,g; Ramsey, par. 1369, 1373, 1374.

Certain verbs occur in this construction more than others. In the list from *Fortunata y Jacinta*, *quedarse* ranks first in this respect, followed by *ofr*, *poner*, *parecer*, *acordarse*, and *levantarse* respectively. As to the use of the enclitic with certain tenses only, Galdós seems to have disregarded all restrictions. It is common with the preterite, imperfect, and present indicative, but examples are by no means lacking with other tenses, including the imperfect subjunctive. He employs the enclitic often with the conditional, especially after *creer* and *decir*, as may be seen in these illustrations: F. y J.<sup>5</sup> IV, 207: Creeríase que el amor que le inspiraba se iba a depurar aún más. Gl. I, 155: Diríase que sus ojos comunicaban tristeza hasta a los objetos inanimados. Gl. II, 60: Si bajo otros aspectos no fueron dignas, seríanlo por su importancia en el orden estético. He employs the enclitic with the future, for example: A.G. III, 188: Defenderéme con brío. Gl. I, 308: Denunciaré mi maldad, congojaréme con mi pecado. F. y J. II, 196: Diránle a Vd. que el amor y la hermosura física son hermanos. It is used in the following with the imperfect subjunctive: Mar. 104: Hijos míos, dijérase que sobre vosotros ha descendido una suprema bendición. Gl. I, 124: Viéraisle allí emplear ora la astucia ora la amenaza. A.G. III, 105: En la primera media hora creyérase que perdían un hijo.

If a verb is in a perfect tense, the object pronoun precedes the entire verb or may follow the auxiliary, but not the past participle, unless the latter stands first in the sentence: Mar. 6: ¿Hase visto mayor locura? A.G. II, 196: La que fué siempre la misma delicadeza en el hablar habíase trocado en soez arpía. F. y J. I, p. 34: Hubiérase contentado ella con aproximar la yema del índice al pico de una de las torres. In addition, object pronouns may be suffixed to a past participle when the auxiliary is suppressed: Gl. II, 27: El insecto ha tejido un capullo y quedándose dentro. F. y J. II, 393: Su casamiento, su marido, las Micaelas, todo esto se había alejado y puéstose a millones de leguas.

Object pronouns often follow the verb in stage directions, perhaps because the verb tells what is to be done and, therefore, carries the idea of an imperative. Examples from *Mariucha* are: detiénesse, dirígese, aléjase, acércase, óyese, quédase, apártase, etc.

<sup>5</sup> F. y J. = *Fortunata y Jacinta*; A. G. = *Angel Guerra*; Mar. = *Mariucha*; Ab. = *El Abuelo*; El. = *Electra*; Gl. = *Gloria*.

Galdós uses the enclitic sometimes in conversation, especially in the dramas, for instance: Ab. 68: Paréceme que nada ha variado. Ab. 79: Figúrome que no me entiendes, Carmelo. El. 164: Respondíle que tenía visita. Mar. 115: Dijéronme que avanzó monte arriba largo trecho. F. y J. II, 332: ¿Habrás visto diablura semejante?

Galdós uses the enclitic not only with a verb which stands at the beginning of a sentence, but also one within a sentence. The deciding factor in regard to the use of the enclitic within the sentence from the point of view of authors of standard grammars is that it is quite permissible if the verb follows a conjunction like *y*, *o*, *mas*, *pero*; if in narrative style a sentence is made up of several more or less disconnected clauses, it may come at the beginning of any one or all of them; after an adverbial expression of time, and after an absolute clause; in other words, wherever a sentence might begin anew or a non-restrictive clause be omitted. In the illustrations given by Ramsey, Hanssen, and Bello, the subject invariably is placed after a verb to which object pronouns are suffixed. In the works of Galdós, the subject precedes in such a construction as often as otherwise: when there is an intervening non-restrictive phrase, and, moreover, when the intervening phrase is restrictive, the parts of the sentence being connected inseparably in meaning. The following are only a very few of the cases: F. y J. I, 26: Por el contrario la clara inteligencia del segundo Santa Cruz y su conocimiento de los negocios sugeríanle la idea de que cada hombre pertenece a su época. 168: La palabra horrible negábase a salir de su boca. 28: El gordo y D. Baldomero tratáronse siempre como hermanos. 278: Las inequívocas adivinaciones del corazón humano decíanle que la desagradable historia del Pitúsín era cierta. 474: Lo infructoso de sus pesquisas producíale un dolor indecible. F. y J. II, 345: Sor Marcela, Sor Antonio, la Superiora y las demás madres mostráronse muy afables con ella. F. y J. III, 42: La secreta antipatía que inspira el acreedor manifestábase en el alma de Rubín en forma de un odio recóndito. A.G. I, 98: Braulio metióse en su alcoba. 131: Moreno Rubio tenía la por fenómeno sintomático.<sup>6</sup>

<sup>6</sup> Similar constructions may be found in *Angel Guerra*, *Sucesores de Hernando*, Madrid, 1920, I—57, 82, 83, 86, 92, 119, 124, 255, 272, 297; II—5, 16, 25, 39, 41,

Although a redundant pronoun should follow the noun whether dative or accusative, it does not follow the verb necessarily. Galdós uses the enclitic in redundant expressions if the noun precedes the verb: F. y J. II, 166: La primera noticia que de la herencia tuvo Juan Pablo dióselo su tía paterna por una carta que le dirigió a Boyona. 370: La tarde pasóla Maxi muy mal. F. y J. IV, 37: El capital para la instalación de esta importante industria habíalo facilitado D. Manuel Moreno-Isla. 202: Esta visita tenía por infalible.

Enclitic object pronouns after a non-restrictive phrase: F. y J. I, 68: Gumersindo, siempre que de esto se le hablaba, echábalo a broma. F. y J. III, 54: Fijó sus tristes miradas en el suelo y Fortunata, con los brazos cruzados, mirábale atenta. Enclitic after verbs which follow an infinitive, participle, or past absolute clause: F. y J. II, 391: Al llegar frente a la iglesia, sacóla de este embebecimiento un ruido de pasos. 325: Diciendo esto atreviase a agasajar contra su pecho la sagrada forma. 296: Puestas una frente a otra a los dos lados de la artesa, mirábanse cara a cara en aquellos cortos intervalos de descanso. Enclitic after adverbial expressions of time and place: F. y J. IV, 65: Desde que dí con la tan rebuscada fórmula, paréceme que soy otro. I, 192: Cuando veía que alguna disposición suya era derogada por la autócrata, mostrábase conforme. I, 148: De repente volvióse Jacinta hacia su marido. I, 30: Otras tenían los pisos en declive y en todas ellas oíase hasta el respirar de los vecinos. II, 250: Desde la tapia de la huerta oíase el rumor del volteo del disco. Enclitic after other subordinate clauses: F. y J. I, 124: Como de aquella acción pretérita solo tenía leves indicios, despertáronse en ella curiosidades que la inquietaban. I, 5: Aunque se reunían en la cátedra de Camús, separábanse en la de Derecho Romano. III, 308: Sin más explicaciones, echóse bien envuelta en una manta en el sofá de su cuarto.

If, as I believe, the enclitic is sometimes employed as an aid to describing vividly some action or scene which is to be impressive, take place rapidly, or touch the emotions of the reader, there is a good example of it in the first volume of *Ángel Guerra* in which

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85, 87, 119, 132, 139, 146, 196, 239, 240, 259, 296, 299; III—14, 17, 61, 74, 90, 116, 154, 170, 181, 184, 201, 213, 241, 249, 261, 291, 308, 343, 353, 369.

Angel tells the story of the execution of twenty men, a scene witnessed by him when he was very young, and which haunted him throughout his life. The following extracts are taken from about one page of the book: *Averiguado que el acto se verificaría hacia la Plaza de Toros, pusieronse en camino. Corriendo como exhalaciones, anticipáronse a la procesión. Arremolinóse el gentío. Uno de éstos que en el espantoso trance alardeaba de estoicismo, echóse a reír. Colocóse también una aguadora. Formóse el cuadro, pero el gran Guerrita se coló. Sentíase más delgado que papel. Sin saber cómo, hallóse junto a un árbol. Echóse a llorar. En pocos segundos encontróse lejos del sitio.*

In view of the preceding evidence, it is clear that in at least one modern writer, Galdós, the enclitic position of the pronoun is much more frequent and much broader in scope than seems to be suspected by the grammarians. A more extensive investigation would probably show that Galdós's usage is in agreement with that of many of the best modern writers, and that the restrictions laid down in the accepted grammatical rules are disregarded in nearly every possible way.

*University of Missouri*

DOCTORS' DEGREES IN MODERN FOREIGN  
LANGUAGES, 1925-26

Compiled by HENRY GRATTAN DOYLE

**F**OLLOWING is a list of those who received the degree of Doctor of Philosophy from American universities during the academic year 1925-26 with majors in French, German, Spanish, Italian or related fields, together with the titles of their respective theses.

BOSTON UNIVERSITY

Joel Hatheway, "An Historical Study of *Hubiera* and *Hubiese*."

BRYN MAWR COLLEGE

Margaret Gilman, "Othello in French."

UNIVERSITY OF CALIFORNIA

Henry Safford King, "Echoes of the American Revolution in German Literature."

CATHOLIC UNIVERSITY OF AMERICA

Leo Behrendt, "The Ethical Teaching of Hugo of Trimberg."  
Sister M. Catharine, "Aesthetics and Art in the *Astrée* of Honoré d'Urfé."

UNIVERSITY OF CHICAGO

Hermann Hervey Thornton, "An Edition of the Poems Ascribed to the Emperor Frederick II and His Sons."  
Lewis Edgar Winfrey, "The Courtly Elements in Eilhart von Oberge's *Tristrant*, I."  
Emery Winfield Balduf, "Kant's Prize Essay on Natural Theology and Morals: Translation with Introduction."  
Francis Owen, "The Origin of Alliteration as a Device of Poetic Technique in Germanic Verse."  
Virginia Reese Withers, "American Types in French Drama."

COLUMBIA UNIVERSITY

Edgar Milton Bowman, "The Early Novels of Paul Bourget."  
James Henry English, "The Alternation of *h* and *f* in Old Spanish."  
William Leopold Fichter, "Lope de Vega's *El Castigo del discreto*."

Harry Jennings Garnand, "The Influence of Walter Scott on the Works of Balzac."

Paul Carl Weber, "America in German Literature, 1800-1850."

#### CORNELL UNIVERSITY

Clifford Elwood Gates, "The Critical Attitude of Contemporary German Literature in the Age of William II."

Solomon Alhadeff Rhodes, "A Critical Study of Baudelaire."

Morris Gilbert Bishop, "The Plays of Jules Lemaître."

Ernest August Kubler, "Die Entwicklung des Naturgefühls in der deutschschweizerischen Literatur."

Miguel Zapata y Torres, "*El Libro del consejo e los consejeros por Maestro Pedro.*"

#### HARVARD UNIVERSITY

Antony Constans, "Recherches sur Louis de Boissy (1694-1758)."

Elisha Kent Kane, "Gongorism and the Artistic Culture of the Golden Age."

Norman Lewis Torrey, "The English Critical Deists and their Influence on Voltaire."

#### UNIVERSITY OF ILLINOIS

Oriana Pauline Pierson, "The Dramatic Works of Alain-René Lesage: An Analytical and Comparative Study."

#### STATE UNIVERSITY OF IOWA

Celestin Pierre Cambiaire, "The Influence of Edgar Allan Poe in France."

#### JOHNS HOPKINS UNIVERSITY

Annette Ives, "La sensibilité esthétique d'Eugénie Fromentin."

Ethel May Staley, "George Sand and Jean-Jacques Rousseau."

Emma Ettmueller Walters, "The Inflection of the Indo-European Words of Relationship in Germanic."

#### NEW YORK UNIVERSITY

Henry Brennecke, "Voluntaristic Ideas in the Diaries and Aesthetic Writings of Friedrich Hebbel."



## UNIVERSITY OF PENNSYLVANIA

Harry Austin Deferrari, "Origin and Development of the Sentimental Moor in Spanish Literature."

Milton Hammond Stansbury, "Foreign Languages and Interpreters in the *Chansons de geste*."

## PRINCETON UNIVERSITY

Clarence Dietz Brenner, "Themes from French History in Eighteenth-Century French Tragedy."

## LELAND STANFORD JUNIOR UNIVERSITY

William Leonard Schwartz, "The Imaginative Interpretation of the Far East in Post-Classical French Literature."

## UNIVERSITY OF WISCONSIN

Erwin Theodor Mohme, "Freireligiöse Anschauungen im Roman und Drama der neueren deutschen Literatur, 1885-1914."

Elisabeth Rossberg-Leipnitz, "An Attempt to Establish a Standard Composition Scale for German."

Julia Grace Wales, "English and Italian Elements in Five Italian Plays of Shakespeare."

Robert William West, "The Nature of Vocal Sounds."

## YALE UNIVERSITY

Chapin Brinsmade, "Verse *Enjambement* in Old Provençal Poetry."

Mary Anngennette Noble, "The Life and Writings of Ernest Aimé Feydeau."

(NOTE. The JOURNAL will be glad to publish additions to this list.)

## Correspondence

GEORGE ELIOT'S *The Mill on the Floss* AND  
THEODOR STORM'S *Immensee*

On first reading Mr. Alfred Edwin Lussky's brief article in the April number of *The Modern Language Journal* the reader may feel inclined to dismiss it with the comment "not proven," but a closer perusal of the passage there discussed and a careful examination of Eliot's novel and Storm's story tend to convince us that Mr. Lussky has discovered a similarity which is almost too close to be accidental.

The first two points of resemblance which he indicates are too general, and too likely to occur independently in any two stories dealing with a boy and a girl, to prove anything. That the boy should be "represented as being the elder of the two children, as being more daring, venturesome, aggressive and as domineering over the smaller girl" is only natural. Such, save perhaps the age element, was the nature of the male of the species until the dawn of the twentieth century. As for the second point of resemblance, the "striking similarity of the mood in both episodes," Mr. Lussky himself says: "It is light, fanciful, playful, imaginative throughout, and genuinely characteristic of child life. Childish random argumentation and benign satisfaction with illogical conclusions are much in evidence; the true tone of a real children's conversation is fully preserved." We feel that the features here mentioned may too easily result from a true portrayal of the characteristics of childhood by two authors working independently to allow us to attribute them to reminiscent notes of the older author in the novel of the younger. These two points may serve as confirmatory evidence, but, to prove anything, we must have something more specific, more detailed, more tangible.

This latter sort of testimony is furnished by Mr. Lussky's third point. Here, although the details are not identical, the similarities are close enough to justify the investigator's claim. Not only does a likeness exist in as far as each episode contains a denial of elements which loom large in the beliefs of childhood, the existence of lions in *The Mill on the Floss* and the existence of angels in *Immensee*, but the very laconic way in which these denials are made and the chiasmic arrangement of the elements in the corresponding sentences of the two works is worthy of note.

"Es ist nur so eine Geschichte," antwortete Reinhardt; "es gibt ja gar keine Engel." (*Immensee*.)

"There's no lions, only in shows." (*Mill on the Floss*.)

There is another detail, entirely unmentioned in Mr. Lussky's paper, which, I think, will greatly assist in strengthening his case. In each story the lion-episode is introduced by an allusion to an Old Testament story. In *Immensee* Reinhardt's attempt to relate "die Geschichte von dem armen Mann, der in die Löwengrube geworfen wurde," leads to the discussion of lions and the denial of the existence of angels. In *The Mill on the Floss* Maggie's praise of Tom, "I think you are like Samson," introduces the discussion of lions and the denial of their existence save in shows.

As Mr. Lussky has pointed out there can be no doubt that the manner in which the boy in each story disposes of the discussion, abruptly and in disgust, constitutes a great point of similarity between the two episodes.

There is still another point of possible relation between the novel and this short story. A few lines prior to the introduction of the lion-angel episode Storm relates how the two children ran through the house into the garden and then through the garden gate out into the meadow. "Here Reinhardt with Elisabeth's help had built a house of pieces of turf." George Eliot also tells us in her novel of "a turf house which he (Tom) was helping to build in the garden."<sup>1</sup>

To indicate the probability that George Eliot was familiar with Storm's story Mr. Lussky briefly recites her relation to Germany, German letters and German authors as it is set forth in *Life and Letters*. A cursory glance at any biography of George Eliot will demonstrate the fact that her literary career and her interest in German literature were practically coextensive. It is highly surprising that a thorough study of the relation of her works to German literature has not already been made.

Without going beyond the novel under consideration we see abundant evidence of this novelist's acquaintance with the language and literature of Germany. In the very title the word *Floss* is undoubtedly German, indicating as it does the "flowing" or larger river (Fluss) which hurries as distinguished from "the tributary Ripple" which flows with a lively current.<sup>2</sup>

When the reader opens the Eliot novel and reads the first page he is struck by the abundance of compound (hyphenated) words. The first chapter (two pages) contains fifteen such. Although this frequency is not maintained throughout the novel the general average of almost three such words to the page, maintained throughout the five hundred and fifty odd pages of the story, is a high one. Not only the number, however, but also the nature

<sup>1</sup> Book II, Chapter VII, p. 199. The Sterling Edition.

<sup>2</sup> P. 1. Cf. also "their own little river, the Ripple, . . . the great Floss." According to the New English Dictionary (Oxford) George Eliot coined this word in English and Carlyle, who probably copied from her, used it as a common noun.

of these compounds argues for the assumption of a German influence on the language of the writer. Such combinations as "hardly-earned feed" (p. 4), in the sense of *schwerverdienst*; "fine-talking men" (p. 8) equivalent to *schönredende*; "high-learnt" (p. 21), equals *hochgelehrt*; "many-doubled chain" (p. 56); "slow-beating heart" (p. 163); "long-known objects" (p. 236), in the sense of *langbekannte*; "deep-lying fibres" (p. 236); "oilskin-covered hat" (p. 253); "much-dreaded blow" (p. 261); "close-nibbled grass" (p. 316); "the now-ebbing tide" (p. 554); are but a few of the compounds which sound more familiar to the German than to the English ear.

Then too the novel demonstrates to some extent the author's acquaintance with German literature. "Lenore, in that preternatural midnight excursion with her phantom lover" (p. 121) and a short quotation from Novalis (p. 427) is, however, the extent of the exhibition of this phase of the author's interest.

To ascertain George Eliot's distinct preference for the civilization of the Rhine as opposed to that of the Rhone one need only read her comparison of these two civilizations as given in *The Mill on the Floss*.<sup>3</sup>

Likewise does the English author's well-known interest in German music find expression in *The Mill on the Floss*, when she at almost too great length, and perhaps too much in detail, displays her acquaintance with Haydn's *Creation*.<sup>4</sup>

JOHN T. KRUMPELMANN

University of North Carolina

## Obituaries

HERMANN SCHOENFELD, Ph.D., LL.D., Professor of German in George Washington University, died at his summer home in Wildwood Crest, New Jersey, on July 4, 1926. Dr. Schoenfeld was born in Oppeln, Silesia, Prussia, on January 21, 1861. Educated at the universities of Berlin, Breslau, Leipzig, and Paris, he came to the United States in 1888. He was a member of the faculty of George Washington University for more than thirty years, and had also taught at Johns Hopkins University, Cornell University, and the University of Kansas. His published books and articles exceed one thousand in number, and deal with historical, political, and general educational subjects as well as with language and literature. He was equally at home in the classics, in Germanics,

<sup>3</sup> Book IV, Chapter I, p. 287 ff.

<sup>4</sup> Book VI, Chapter I, p. 289 f

in Romance, and in the Slavic languages. He enjoyed to an unusual degree the affectionate regard of all his colleagues and of countless acquaintances both here and abroad, to whom his passing means the loss of an enlightened scholar and a true and unselfish friend.

GUILLERMO ANTONIO SHERWELL, Ph.D., J.D., Professor of Spanish in Georgetown University, died at Washington, D. C., on July 7, 1926. Born at Paraje Nuevo, Vera Cruz, Mexico, on June 5, 1878, he was the son of a Virginian father and a Spanish mother. He entered the teaching profession at an early age, and rose to be dean of the College of Jalapa, Mexico, head of the grammar, vocational and normal schools of Mexico City, and finally was for a time in charge of the national department of public instruction. He came to the United States in 1915, teaching in the high schools of New York City until he was called to Washington in 1918 as Professor of Spanish in Georgetown University. He was also at the time of his death secretary-general of the Inter-American High Commission, in the service of which he made a number of trips to Spanish America. He was active in the organization of the American Association of Teachers of Spanish, which he later served as president of the New York chapter and as a member of the executive committee. His untimely death at the same time deprives the profession of a worthy teacher and the cause of international understanding of a devoted and gracious interpreter and advocate.

H. G. D.

### Notes and News

#### MEETINGS TO BE HELD

- Oct. 29, Maine State Association of Modern Language Teachers, Bangor, Maine.
  - Dec. 20-21, American Association of Teachers of Spanish, El Paso, Texas.
  - Dec. 29-31, Modern Language Association of America, Cambridge, Mass.
  - Dec. 31, American Association of Teachers of Italian, Cambridge, Mass.
- (The Managing Editor will be glad to receive additions to this list.)

#### PERSONNEL NOTES

With the close of the last academic year Professor Frederick M. Warren, Street Professor of Modern Languages at Yale University, retired from active service, becoming emeritus professor.

Dr. Edward H. Sehrt of Gettysburg College has been appointed Professor of German in George Washington University, Washington, D. C., to succeed Professor Hermann Schoenfeld, who died during the summer. Dr. Sehrt is a graduate of Johns Hopkins University (A.B. and Ph.D.) and is the author of a "Dictionary of Old Saxon."

Professor David S. Blondheim of Johns Hopkins University has been appointed a John Simon Guggenheim Memorial Fellow under the Guggenheim Foundation and is spending the year in Europe gathering material for a series of works on the use of the Romance languages among the Jews in the Middle Ages.

Henry G. Doyle, Professor of Romance Languages in George Washington University, has been appointed Lecturer in French Philology in Johns Hopkins University for the academic year 1926-27. He will give two graduate courses in Old French during the absence on leave of Professor D. S. Blondheim.

Dr. Walter Silz, Instructor in German, Harvard University, has been appointed a Guggenheim Memorial Fellow. He will make a study of Heinrich von Kleist, especially in his relationship to his contemporaries and predecessors and his place in German literary history.

Professor E. Herman Hespelt of Elmira College has been appointed assistant professor in the department of Romance Languages of New York University.

Leland L. Atwood of the department of Romance Languages at Cornell University has been appointed Assistant Professor of Romance Languages at Clark University, Worcester, Mass.

Alan T. Deibert has been promoted from an instructorship to an assistant professorship of Romance Languages in George Washington University, Washington, D. C.

Dr. Lambert A. Shears of Ohio State University has been appointed Instructor in German at the University of Michigan.

#### NOTES FROM SPOKANE

The Inland Empire Federation of Modern Language Teachers met at Spokane, Washington, on April 8, 1926, in conjunction with the Inland Empire Educational Association. The following program was presented: "Publishing a School Paper in Spanish," by Eleanor Brown (a student in the Lewis and Clark High School); "Publishing a School Paper in French," by Janice Schermerhorn (a student in the North Central High School); "The Language Teacher as an Apostle of World Peace," by Dr. Henrietta Tramanhauser, University of Idaho; "The Progress and Future Program of the Modern Foreign Language Study," by Margaret Fehr, Head

of the Language Department, North Central High School, Spokane; "The Teaching of Intonation in Modern Language Classes" (accompanied by a practical demonstration), by Professors Chalfant and Roche of the State College of Washington. A business meeting and election of officers followed. Mrs. M. L. Sargent of the University of Idaho was elected president and Miss Violet W. Starkweather secretary for the coming year.

VIOLET W. STARKWEATHER

*North Central High School,  
Spokane, Washington.*

The *New York Times* published in the issue of July 25 a list of the twelve greatest writers of the last 2500 years, selected by a jury of fifteen men and women representing the United States, Great Britain, France, Germany, Italy, Spain, and Sweden. Following is the list, arranged in the order of the votes received: Shakespeare, Dante, Homer, Virgil, Balzac, Cervantes, Goethe, Molière, Plato, Dickens, Voltaire, Milton.

The following extract is from the *Washington Post*:

"That the great vacation exodus to Europe of 500,000 Americans will accomplish little educationally or in the way of improving international relationship is the belief expressed by Mrs. Helen Taft Manning in McCall's Magazine. Mrs. Manning is the daughter of former President Taft and the dean of Bryn Mawr College.

"It is estimated that nearly 500,000 Americans have crossed the Atlantic this summer,' says Mrs. Manning.

"Within a month they will have recrossed the ocean and be settled once more in their homes. This migration seems to have become perennial. Will it have far-reaching consequences or is it merely a symptom of restlessness?

"I should be the last to question the benefits or the delights of European travel, and yet one may without cynicism question whether the hasty progress which is being made by the greater part of the 500,000 Americans through England, France, Italy, and no doubt several other countries, will really produce much imprint on minds either young or old.

"How many of us, like Rebecca of Sunnybrook Farm, used before 1914 to picture the French as a frivolous people, 'fond of dancing and light wines'? That kind of misconception can not be shaken by a week in Paris and repeated conversations with waiters and taxi-drivers, but only by a clearer understanding of French thought and French achievements."

It is hoped that The Modern Foreign Language Study will be represented on the programs of all local, state, and regional association meetings this year. Officers are invited to communicate



with the respective regional chairmen, or with Professor Robert Herndon Fife, chairman of the executive committee, Columbia University, New York City.

The Italy America Society of New York has announced that the fellowship named in memory of Eleonora Duse has been assigned this year to Miss Jean Black, a graduate of Mount Holyoke College and a graduate student in the University of Michigan.

The fellowship carries an award of \$1,200 and requires that the recipient register in an Italian university. The award is given on the basis of excellence in Italian, general scholastic record and personality. The student must be American born and a college graduate. The first award in 1924 was made to Mr. Aldo Poletti of Harvard and the second in 1925 to Miss Janet Gaylord of the University of Chicago.

Miss Louise E. Bentley, 3517 Middleton Avenue, Cincinnati, Ohio, informs us that Mme. Séligmann of the *Fraternité Franco-Américaine*, Rue de Babylone 57, Paris, France, will be glad to arrange for the interchange of letters between American students of French and French boys and girls *without charge*. Teachers who are interested should write to Mme. Séligmann, giving age and sex of the pupils who wish to correspond.

According to the *New York Sun*, the *Washington Daily News*, and other newspapers of June 22, 1926, President Coolidge has joined Secretary Kellogg in urging the study of Spanish here. We quote from one account:

"*Washington, June 22 (UP).*—President Coolidge favors an intensive campaign among American schools to foster the Spanish language. The President today expressed his earnest desire to Albert Salmon, former Minister of Foreign Affairs of Peru, that American children should be as well versed in Spanish and in South American affairs as South American children are familiar with the English language and the affairs of this country.

"The President's spokesman declared that the President has urged his son, John, to study Spanish and the youth plans to include this study in his curriculum as soon as possible."

#### PROGRESS OF ITALIAN

According to the August number of *Italica* (edited by the assistant editor, Miss Hilda Norman, in the absence of Professor Rudolph Altrocchi) Italian is making steady progress. After a lapse of some years, Duke University, Durham, North Carolina, is to offer a course in Italian. Williams College, Williamstown, Mass., will offer a new third-year course, the first-year course being

open for the first time to sophomores. The College of St. Viator, Bourbonnais, Illinois, will offer Italian both in the college and in the high school. The University of Texas will offer a second-year course. George Washington University will offer a new first-year course. Boston University will inaugurate new courses in Italian literature. Italian is to be part of the curriculum in the Orange High School, Orange, N. J. The DeWitt Clinton High School, New York City, now has a department of Italian.

There is an interesting article in the *Rivista d'Italia e d'America* for May on "*La lingua italiana nell'educazione americana*" by Lawrence A. Wilkins, Director of Modern Languages in the New York City High Schools.

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Messrs. Doubleday, Page and Company (Garden City, New York) have published useful lists of "Realia for Modern Language Instruction," compiled by the editors of *Le Petit Journal* and *El Eco*. They contain references to books of travel and description, sources of information and material, views, music, records, plays, games, newspapers and magazines, booksellers, etc., with prices.

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At the first meeting of the Council of the Mediaeval Academy of America, held on April 24, 1926, thirty-three Fellows were elected, among them Professors Philip Schuyler Allen of the University of Chicago and Charles Hall Grandgent of Harvard University; Professor Ernest Hatch Wilkins of the University of Chicago is a member of the editorial board of *Speculum*, the journal of the Academy, and Professors George Livingstone Hamilton of Cornell University and William Albert Nitze of the University of Chicago are members of the advisory board.

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Professor W. Patton Graham of the University of Virginia has written a stimulating little pamphlet on "The Organization of a French Department" (Harcourt, Brace and Company, New York) in which he explains his solution of the problem of better teaching of college French.

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THE SPANISH CHAIR AT OXFORD  
(From the *London Economist*)

Sir Stephen Killik and Messrs. W. D. Dawes and W. E. Wells, the members of the Committee asked by the Right Honourable the Lord Mayor of London to assist in obtaining subscriptions for the fund for the establishment at Oxford University of a King Alfonso XIII Chair of Spanish have appealed for the coöperation of the leading British firms with interests in Argentina. The object

is to raise a sum of £25,000, towards which the following contributions had at the end of April, already been received.

Sir Charles Wakefield, Bart.	£ 1,000
Anglo-South American Bank, Ltd.	
British Bank of South America, Ltd.	} £ 525
Commercial Bank of Spanish America, Ltd.	
Bank of London and South America, Ltd.	£ 525
Buenos Ayres and Pacific Railway Co., Ltd.	£ 525
Buenos Ayres Great Southern Railway Co., Ltd.	£ 525
Messrs. J. H. Schroder and Co.	£ 525
Messrs. Baring Bros and Co.	£ 500
Messrs. Baburizza & Co.	£262:10
Anglo-Saxon Petroleum Co., Ltd.	£ 250
Antofagasta (Chili) & Bolivia Railway Co., Ltd.	£ 250
Buenos Ayres, Western Railway, Ltd.	£ 250
Glyn Mills & Co.	£ 250
Nitrate Railways, Ltd.	£ 250
Rio Tinto Co., Ltd.	£ 250

It is realized that the magnitude of British interests in Spanish-speaking countries and the excellent prospects for the development of trade in those countries justify every effort to foster a thorough study of the Spanish language in the Schools and Universities of Great Britain. The movement, as is well known, has the full and active sympathy of His Royal Highness, the Prince of Wales, who has publicly referred to the matter on more than one occasion. The opinion is firmly implanted in high financial, commercial and educational circles at Home that there could be no more fitting and practical method of showing appreciation of the Prince's efforts to further British interest in South America than by the furtherance of this movement which he has so much at heart.

It is desired to inaugurate the Chair on the occasion of the forthcoming visit to Great Britain of their Majesties the King and Queen of Spain. The appeal that is being made for funds for the establishment of the Chair is by no means a charitable one, but is rather intended to be conducive to an appropriate acknowledgement of the Prince's good work on his South American tour. Also it is felt that the provision of a progressive department of studies to fit British subjects for future work in Spanish-speaking countries would be a practical measure to procure for firms dealing with Spanish-speaking countries thoroughly well trained men suitable to represent their interests in those countries.

The proposed department of Spanish at Oxford is far from being a merely cultural foundation. A special feature of it will be that, besides the study of Spanish language and literature, there will be taught the history and laws, as well as the financial and social conditions obtaining in Spanish-speaking lands.

One of the chief objects of this scheme is to direct a continual flow of the best British types to the wide field of opportunity existing in Spanish-speaking countries, and to supply men well equipped for their future spheres of activity.

The importance of this movement to those engaged in commerce with Spanish-speaking countries is obvious. Not only does this scheme offer an opportunity for expressing, in a very practical and permanent form, our national indebtedness to H. R. H., the Prince of Wales, for his great efforts to further British interests in these countries, but is a practical measure to ensure the supply of a type of man, for overseas work, trained and equipped in a manner which has never been attempted before.

The scheme has met with the most complete sympathy and support from every firm and individual acquainted with the conditions of work for British subjects in Spanish-speaking countries, and the Committee most earnestly commend the matter of financing this appeal to British subjects generally, but very specially to those with commercial and other interests in Spanish-speaking countries.

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## Reviews

### SOME RECENT PUBLICATIONS ON FRENCH LITERATURE

The issue of March 15, 1926, of *Etudes Françaises* (8<sup>me</sup> Cahier) has in its first pages a "Compte-rendu de la Controverse entre MM. A. Schinz et M.-A. Smith sur le Cours d'introduction à la littérature (Modern Language Journal)." This is followed by an elaborate plan of a Survey Course, by André Morize: Organisation et programme d'un Cours général d'introduction à la littérature française—"Survey Course." In the opinion of some this may be considered as a challenge by facts, but in this case the writer, for one, cannot for one moment think of surrendering. For this very plan, wonderful as it is—and we consider it so—may provide the best argument to demonstrate the Utopian nature of such an undertaking. Of course, one can understand perfectly well Professor Morize succeeding in making the course as arranged a profitable one; and one may conceive of a handful of others who might do the same. But the "survey course" is given by hundreds of teachers who are not, and may never be, Harvard professors. A mere glance into the minute program is enough to make one realize what a profound grasp of the subject a teacher must have to handle it, or what an enormous amount of preparation for every

day a course of this sort presupposes. Even with all these minute details prepared for him, the professor will need much work before he enters the classroom. And many of us have twelve hours teaching a week, with paper-correcting on top of it. Mr. Morize says himself: "Un pareil cours n'est pas fait pour les amateurs ni les dilettantes. . . . Il est terriblement exigeant pour l'instructeur." And who would not agree with him when he says that unless the course is done very conscientiously, it is doomed to failure? Moreover, it is not enough to have professors; one must have students. Now, we all know how American students are NOT taught how to read intelligently in their own language; add, then, the difficulty of grasping texts in a foreign language. Mr. Smith wants the survey course given after one year or two of French: how can one expect to have more than five in a hundred profit by the work? And what about the 95 others? The writer cannot accept such a statement as this: "Au total, si un *Survey Course* ne peut opérer des miracles, ni faire énormément de bien, il ne peut faire grand mal, et l'expérience prouve qu'il n'est pas sans profit" (9). There are too many things claiming the attention of the modern student to be satisfied with courses which simply will not "faire grand mal." We note also Mr. Morize's statement on p. 7: "Appelé il y a quatre ans par mon chef de département à prendre en main la direction d'un cours de ce genre, j'ai cherché de mon mieux à l'organiser et à en assurer le fonctionnement": from this one might infer that Mr. Morize believes perhaps only moderately in the Survey Course. We would expect as much of him.

If one wishes to know what a survey course may become when prepared by someone not equipped with as much knowledge and understanding of the difficulties, we get the "superlatif du genre" in a little volume not long from the press: J. Badaire, *Précis de Littérature Française* (D. C. Heath and Co., 1925, vii+286 pages, including vocabulary). This lady, within 231 pages, runs from 50 B.C. to 1925 A.D., from the *Roland* to Bertrand, Proust, Pierre Frondaie, and—as she so aptly says, before reaching the conclusion—"Etc.!" Then, she offers "Questions," "Devoirs écrits," "Morceaux choisis," and an abundance of pictures. Corneille is "expédié" in one page and a half; Chateaubriand no less quickly, Victor Hugo indeed gets two full pages; Mérimée 65 words, Balzac 165, Georges Sand the same number, and so on. If this is not *écriture sur de l'eau*—what is?

We are sorry to say that, in our opinion, Anderson's *Illustrations of Early French Literature* (1100-1600) (Ginn and Company, 1926, 127 pages) deserves the same criticism; even though the book covers only a much shorter period the brief passages cannot leave any durable impression. Few extracts are of more than one page, many of less than that amount; some seemed not at all im-

perative when one had so little space at one's disposal (e.g., Louise Labé, or the little Plantin poem); again, from Ch. d'Orléans we do not even have the famous *Printemps*, nor of Villon, the *Ballade des Dames du Temps Jadis*. On top of it all, the author confesses that he did not even try to establish any connection between his extracts and the history of French literature for one reads, p. III: "I have chosen the passages for their intrinsic worth, rather than as illustrations of literary history." Alors . . . les bras vous en tombent!

An excellent idea was that of Professor C. H. C. Wright of Harvard in writing his *Background of Modern French Literature* (Ginn and Co., 1926, 329 pages). We hear so much about "background" in teaching these days—and quite rightly so—that one is glad to welcome so intelligent a book. Professor Wright does for the 19th and 20th centuries what L. Ducros did so well in his *La Société Française au Dix-Huitième siècle* (Hatier, 1922). To tell the whole truth, from a pedagogical standpoint, we prefer the arrangement of M. Ducros, because it is so much easier to find the special material wanted, and the probability is that Prof. Wright's book will be used chiefly for reference. The difficulty could, however, be remedied by a good index, so that students might find easily such topics as *Napoléon (culte de) sous Louis Philippe*, or *keepsakes*, or *grisette*; or *financiers*, or *omnibus*. . . . Prof. Wright is, naturally, anxious to indicate direct connections with literature. In the first chapter—in which he does not limit himself to the 19th century—he gives a bird's eye view of France, and points out the authors belonging to such and such regions, which is excellent—but why, when he is on two occasions so near the southeastern border, does he not go over and mention Geneva, where Calvin and Rousseau souvenirs remain, or while in Savoie, does he not mention the lake of Lamartine near Aix-les-Bains as well as the brothers de Maistre in Chambéry?

The warnings given by the author are excellent; e.g., when he speaks of the "Baudelaire . . . commercialized for tourists at Montmartre," or when he explains the distortions and exaggerations of the realistic schools in their pictures of peasants, politicians, financiers, etc. Let us hope the instructors in charge of 19th and 20th century courses will make abundant use of this excellent tool.

Another valuable tool for our courses will be found in Emile Malakis's *French Travellers in Greece (1770-1820): an early phase of French Philhellenism*, a thesis presented for the Ph.D. at the University of Pennsylvania (1925, 90 pages). Philhellenism is one of the most interesting episodes of Romanticism in France, and the careful and scholarly investigations of Mr. Malakis will supplement very happily what he has to say in connection with certain writings of Chateaubriand, Casimir de la Vigne, Lamartine, Hugo, etc.



The "survey" system in literature, which in the opinion of the writer makes for superficiality (perhaps he ought to say encourages the student's natural inclination for superficiality) is invading French schools—unless the books sent over here are just to meet the American demand and secure the American market for European scholars. We have mentioned recently the volume by Borneque (*JOURNAL*, Oct. 1925, p. 55). Here is another, much more elaborate:

Ch.-M. Des Granges, *Pages de Littérature Française, 1800-1920* (Librairie Hatier. 1031 pages, in octavo). The volume is beautifully printed, beautifully illustrated; the selections are made by a master who has already proved his skill many times. The introductory notes to each selection are to the point, the footnotes also. For professors who want that sort of book it is very good, but in the opinion of those who do not believe that any trace can remain in the mind of a student regarding an author when only three or four pages have been read hastily, the book will not do. What are a thousand pages to do to make us acquainted, even superficially, with the French authors from Chateaubriand and M<sup>me</sup> de Staël to Bergson and Pasteur—when you think that two novels by Balzac would fill the volume. If our American teachers practiced the "explication française" and would, around one short passage, know how to group the entire lesson including the substance of the author studied as a whole . . . but only the greatest experts can do that. We must react against butterfly methods!

And here is a new idea. We find it in a volume also received from France:

Daniel Mornet, *Histoire Générale de la Littérature Française, Exposée selon une méthode nouvelle* (Larousse, 2 vol. 252; 258 pages).

The First Part is called *Histoire d'Ensemble*, and has been mentioned in this *JOURNAL*, in Oct. 1925, pp. 56-57. It is a survey course.

The Second Part, *Histoire détaillée des Grandes Œuvres*, is new. The title indicates that we have here a compromise which is most interesting. Mornet, who teaches literature at the University of Paris, evidently is aware of the harm that comes from the "choppy method" of volumes of selections as they are usually made. He proposes therefore to do away with them and instead of studying great quantities of lilliputian extracts picks out some representative works and looks more carefully into these. Surely the idea is good, and must develop. And surely this first attempt is successful. Let us have a look at the table of contents: RABELAIS L'éducation de Gargantua.—L'Abbaye de Thélème. . . . MONTAIGNE, De L'Institution des Enfants. . . . CORNEILLE, Le Cid, Horace, Cinna, Polyeucte. . . . BOILEAU, Satires III et LX. . . . VOLTAIRE, Lettres philosophiques, Candide. . . .



J. J. ROUSSEAU, *La Nouvelle Héloïse*, Emile. . . . CHATEAUBRIAND, *Atala*, *Mémoires* (Ire Partie). . . . VICTOR HUGO, *Les Contemplations*, *La Légende des siècles*. . . . BALZAC, *Eugénie Grandet*. . . . etc.

The two parts of the work can be bought separately, and while the first part seems to us decidedly above the heads, or rather beyond the preparation, of our students, in matters pertaining to France, the second would render great service to many of us who try to teach literature. A. S.

*VOCABULARY-BUILDING GERMAN FOR BEGINNERS.*

Based on Immensee, *L'Arrabbiata*, Germelshausen, *Höher als die Kirche*, and *Das edle Blut*. By H. C. THURNAU, Professor of German in the University of Kansas. Alfred A. Knopf, New York. 1926.

In this latest text for beginners in the study of German Professor Thurnau has succeeded in bridging over the too often fateful gap met by beginners, between their grammar course and their subsequent reading of stories. And since the stories upon which he bases his vocabulary are read in a majority of high schools and in a very large number of colleges, Professor Thurnau has aided tremendously in solving this vexatious problem of the student's vocabulary.

The body of the text consists of 230 pages, divided into 45 lessons. General reviews of preceding chapters occur at lessons 15, 30, and 45, with reviews on strong verbs emphasized in their special connection.

Early treatment of those basic features of German, the grasp of which really "puts a student on his feet," is one of the praiseworthy aspects of this book. And indeed the entire list of grammatical topics follows a well-considered plan of logical development.

One further advantage is not to be overlooked nor underestimated: the illustrative sentences, for both German and English exercises, really illustrate, instead of adding to the student's uncertainty through vagueness or through entire disconnection with the subject in hand.

Some changes and minor corrections have already been suggested to the author. Among these is his repetition of the long-standing and erroneous statement concerning vowel modification in adjective comparison (see *M.L.J.*, Feb., 1919).

The present reviewer believes that Professor Thurnau's book will win an early and deservedly extensive recognition in all those schools and colleges where an entire year is devoted to beginning work.

FREDERICK W. PIERCE

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**PRACTICAL FRENCH COMPOSITION.** With idioms and vocabulary. By WILLIAM WISTAR COMFORT, President of Haverford College. vii+151 pages (92 pages of text). Price, \$1.00. New York: D. C. Heath and Co. 1926.

In his preface the author states that this new French composition book is intended for intermediate or advanced students. It emphasizes drill on idioms, not simply grammar or syntax. It shows the author's customary conciseness. Material is selected from daily life, the narrative thread being the traditional trip to France by the French Line, with a narrative of travel by boat, railway and auto and experiences with hotels, shops, publications, theaters, weather, games, schools, etc.

Each of the thirty lessons is complete in itself and they may be taken up in any order and in any manner that the originality of the instructor may determine. For instance, between lessons II and III, we go from the boat to a hotel in Paris and in lesson XIX we first come to travel on the railway. The connection between lessons is not stressed. There appears to be no methodical arrangement of idioms. We feel, however, that the author is right in stressing repetition rather than order for idioms, which are, in themselves, beyond regularization.

Each lesson consists of about a page of description or narration in idiomatic French and a similar amount of idiomatic English conversation. About twenty outstanding idioms and proverbs (with translations) in heavy type are placed between the two parts of each lesson. Every sixth lesson is a review of English composition to be put into French.

Only footnotes have been used and these are reduced to a minimum, calling attention chiefly to distinctions; they are not usually explanations. At first glance some of the definitions seem arbitrary or inaccurate, but this is only apparent, for they are specific to the exercise treated. For example on p. 31, *glissez-lui* = to slip into her hand; p. 89, *être à vous* = to be at your orders; p. 6, *à la bonne heure!* = that is good news!; p. 27, *s'amuser bien* = to have a good time (translated differently on pp. 96 and 148); p. 133, at full speed = *aller (filer) à toute vapeur*. In general one or two specific definitions are given instead of enlarging upon definitions. The drill is intensive rather than extensive. The teaching is left to the teacher; the book is therefore simply carefully selected material to guide and stimulate both teacher and student.

Since the method is intensive one can not say that there are any real omissions. However, we wish that we could hear what was said when making the "phone" call at the end of lesson III, and that a word had been said about tips to the usher in the theater. No bus or subway is used, no transfers asked for, etc. In lesson VII we call to the waiter but in lesson III we are told that there are also *femmes de service* in the restaurants: how does one call the

waitress? In lesson V the material is about "*journaux et revues*" but we do not find mention made of any magazines. We regret this because we should like to say a word for those like *la Revue des Deux Mondes* and *l'Illustration* and to explain the presence and some of the history of *la Vie Parisienne*; the latter is only too well known in college circles and it sometimes causes no little astonishment to the student to hear reference made to articles written in it years ago by some of the best writers. Too often the salacious or spectacular publications are taken as an evidence of the national taste. This is particularly so with France, where the readers are very selective in their taste. We should also like to find several examples of *si* used for "yes."

In several instances (pp. 59, l. 3; 62, l. 8, l. 25; 76, l. 5; 90, l. 11) we find the affirmative word order in questions. We wonder whether this is a good pedagogical practice where the interrogative form is just as good. On p. 36, l. 17, we find the question "Many foreigners at the theater?" It seems that a verb would not be superfluous here, in spite of colloquial practice.

Proper names offer no difficulty. We might suggest, p. 13, l. 28, "Henrietta" instead of "Henriette," since in the vocabulary, p. 134, Henrietta = *Henriette*.

The vocabulary is adequate, concise and clear. I question the definitions of: *amateur* = amateur; *hôtel* = hotel; bathing-suit = *costume*, *maillot*; on the first floor = *au premier étage*; faculty = *faculté*; *collège* = college; *lycée* = *lycée*, p. 137; *lycée* = high school, p. 110; station = *station* (railroad) *gare*.

The mechanical features of the book are excellent. Brackets are used for words to be supplied; parentheses, for those to be omitted. A standardizing of the use of these would save the student endless confusion. Arabic numerals after words refer to Roman numerals of lessons but all are clear and live up to the dictum "*ce qui n'est pas clair, n'est pas français*." Attention might have been called to the use of *l'on* for euphony (p. 4, l. 2; p. 21, l. 10; p. 8, l. 7, 22). The written translation of exclamations has always been a bugbear. We find a frequent use of Hello! = *tiens!* and would suggest an exclamation point instead of a comma on p. 4, l. 4, to be in keeping with those used on p. 7, l. 10; p. 86, l. 1.

To appreciate the value of this book try out the following expressions on your third-year students: *si le coeur vous en dit*; *se remettre le coeur au ventre*; *quelle mouche vous pique?*; *mon petit doigt me l'a dit*; *graisser la patte à quelqu'un*; *de la vieille roche*; *un cordon bleu*; *être bien dans son assiette*; *je vous dois une fière chandelle*; that is just about right; at hand; on my hands; to make him give in; to hold out; to get along; to arrive in the nick of time; I came near taking a spill; it was over my head; to wait to be urged; I had a narrow escape; I see what you are hinting at.

The work shows that the author is a real teacher who thoroughly understands the value of selection, repetition and practice.

MERLE I. PROTZMAN

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*ZALACAÍN EL AVENTURERO* by Pío BAROJA. Edited by S. L. M. ROSENBERG and L. D. BAILLIFF. New York: Alfred A. Knopf. 1926.

The choice of "*Zalacaín el Aventurero*" for a school edition is a fortunate one: it will give the student an idea of Baroja's literary merits, while its unity of conception and even a certain romantic interest (though of course of a decidedly frigid type) will certainly be more to the liking of students in general than the philosophic rambling and the austere barrenness of some of Baroja's more ambitious works.

It is to be regretted therefore that this edition is hardly adequate, particularly if it be considered that "*Zalacaín*" is a difficult text even for reasonably advanced students. I will not discuss the linguistic notes here: some teachers would undoubtedly prefer to have more than the very scant material contained in the seven pages of notes, including literary and historical matters, but that is a matter of personal taste. There can hardly be two opinions, however, about the inadequacy of the treatment of historical matters. The period of the last Carlist war is a difficult one for the American student to understand, and consequently the Introduction should have contained a clear outline of the period in question so that the student might be sufficiently oriented before plunging into the narrative proper. But the Introduction contains no consideration of the historical background of "*Zalacaín*" except a very sketchy sentence or two on p. 6.

As for the notes proper they are certainly not adequate to the task of supplying and supplementing the information that should have been given in the Introduction. In certain cases such notes as are given are inadequate or even misleading. Thus, of "*Amadeo de Saboya*," mentioned on p. 68, l. 32, the editors say: "The name of several princes of Savoy, the most important being Amadeo VIII, who as Pope Felix V renounced the mitre in 1449, to end the religious disturbance in the west." But why not add for the benefit of the student that Baroja has reference to that particular *Savoyard* who as Amadeo I occupied the throne of Spain in 1870-72? The note on "*Lanzarote*" (p. 101, l. 24) reads: "One of the Knights of the Round Table, referred to most commonly in this ballad (??), modified by Cervantes in *El Quijote*." It might help the student if the English equivalent of "*Lanzarote*" were given; otherwise in view of the astonishing "referred to most commonly in this ballad" (shades of Chrétien de Troyes, Dante

and Tennyson!) the student might consider him a Spanish adornment of the Round Table.

Other notes are not merely ambiguous but quite inaccurate. For example the note on p. 33, l. 13, explains the "abrazo de Vergara" as an allusion to the declaration of peace after the first Carlist War, 1838, "when the opposing generals, Espartero and Zumalacárregui, embraced each other." In the first place the date should be 1839; in the second place, Zumalacárregui having died of his wounds in 1835 Espartero perforce embraced Maroto.—The note to p. 38, l. 13, mentions Athens as the "capital of Greece," a statement that will undoubtedly interest and intrigue classical scholars.—Again in the note on the "cuerno de Rolando" (p. 181, l. 9) the statement is made that "at the battle of Roncesvalles where he (i.e., Roland) covered the retreat of Charlemagne's army, he blew a blast on his bugle that was heard for several leagues." One might observe (1) that the army of Charlemagne was obviously *not* retreating; (2) that it is anachronistic and slightly sacrilegious to call Roland's "oliphant" a bugle; (3) that the blasts of the "bugle" were heard for thirty leagues, i.e., rather more than several.

Misprints are rather more numerous than they should be: I give the following which occur in the text itself (and I make no claim to completeness): p. 28, l. 19, *huetras* for *huertas*; p. 36, l. 18, *cran* for *eran*; p. 37, l. 20, *crepúscula* for *crepúsculo*; p. 53, l. 23, *hermano* for *hermano*; p. 83, l. 22, *sumplis* for *cumplis*; p. 84, l. 12, *Estduiante* for *Estudiante*; p. 106, l. 16, *matelot* for *matelots*; p. 124, l. 8, *oficales* for *oficiales*; p. 130, l. 11, *uno ellos* for *uno de ellos*; p. 132, l. 4, *redículo* for *ridículo*; p. 137, l. 29, *deficil* for *difícil*; p. 139, l. 2, *cortapulmas* for *cortaplumas*.

LAWRENCE M. LEVIN

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ILLUSTRATIONS OF EARLY FRENCH LITERATURE,  
1100–1600, selected and edited by FREDERICK ANDERSON.  
129 pages. Boston: Ginn & Company. 1926.

This work marks something of a departure. It is intended to furnish interesting reading for that portion of the French literature Survey Course which deals with the medieval period, with some space devoted to Renaissance authors. The selections are short but interesting; they are modernized at difficult points and are not supposed to be beyond the intelligence of students who have had but two years of French.

In M. André Morize's Survey Course (just published in full in the *Etudes française*), six lessons are given the Old French literature; the texts, read in modern French, are the *Roland*, some Old French and Old Provençal lyrics, Renard and a *fabliau*, Rose Romance, the *Pathelin*, and a passage from Joinville. This is

scanty enough, and Mr. Anderson's selections may well supplement M. Morize's list. As for the sixteenth century, if one annexed, for honor students, Lemerrier's *Chef-d'œuvres poétiques* and Huguet's *Prosateurs* (to which might well be added Wright's *Rabelais*), Mr. Anderson's chapter "The Sixteenth Century" may render good service. One is rather surprised to find in the illustrious company of Marot, Rabelais, Calvin, Ronsard, Du Bellay, and Montaigne, the enterprising printer Plantin, with his platitudinous sonnet describing the bourgeois earthly paradise.

Of the two methods here confronted—that of reading copiously from a modern French translation (plenty of these exist, it is true, which are accurate and in good taste) and that of reading passages from the texts themselves, the latter seems better for several reasons. First, the student feels he is in real contact with the author, *di bocca a bocca*, and this is inspiring; second, the older idiom arouses a curiosity which may be the beginning of some knowledge of the history of the language. In every class there is a section, usually to be sure a minority, who are interested in words as such, and whose taste is towards linguistics rather than in content or style. These students deserve attention and encouragement, as well as those whose faculties enjoy dealing with abstract ideas and the evolution of literary schools.

The process of modernizing an older text is a perilous proceeding. The accents added to Old French words (*ténébreux* in Roland and *plégeront* in Marot) are anachronistic to the point of being undesirable; are students after two years of French so passionately attached to the accents that they would be pained at the absence? Not often, we imagine. Again, if the rejuvenation of the text results in falsifying the meter, a real injustice is done the author. The poet Conon de Béthune would have what the French call a *mouvement d'épouvante* could he see his verse as it is printed on p. 26: *A tous jours mais sera no vie honteuse*, where OF *iert* has been replaced by *sera*. Christine de Pisan never wrote a verse of six syllables when her poem was in sevens, as she is made to do on p. 29. Much better, we should think, to let OF *veoir* stand, and explain in the footnotes.

The explanations given by Mr. Anderson of the obsolete Old French words are accurate and give evidence of careful work; such a task is much more difficult than people suppose. It would have been well to furnish some comment on *regreter*, in *Aucassin et Nicolette* (p. 19), on *nouvelle* (p. 29), and on *revoirai* (p. 99). The only misprint we have noticed is in the Villon text (p. 39) where it should read: *bon sens assis*.

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**Books Received<sup>1</sup>**

FRENCH

- AUGIER, ÉMILE, et SANDEAU, JULES, *Le gendre de monsieur Poirier*. Edited, with introduction, notes, exercises, and vocabulary, by CLIFFORD S. PARKER. Allyn and Bacon. 1926. Cloth. Illustrated. xxxii+239 pages. 80 cents.

An attractive new edition of an old favorite, capably edited. Full notes.

- BOND, OTTO F., *An Introduction to the Study of French*. The University of Chicago Press. 1926. Cloth. xii+116 pages. \$1.00 net.

A book constructed for use "in any beginners' course at the college level," "designed especially to meet the needs of a preparatory or 'recognition' period of twenty recitations' duration." No. 1 in the University of Chicago Junior College Series.

- BOYD, MARTHA J., *Questionnaire de lectures françaises*. Scott, Foresman and Company. 1926. Paper. 28 blanks. 32 cents.

A set of blanks for outside reading reports, similar to Dean Royster's "Reading Report Blanks in English." Space is provided for reports on novels, short stories, plays, poetry, essays, orations, history, etc., so arranged as to direct the student's attention towards points of content and style.

- BRUNO, G. (Mme. Alfred Fouillée), *Le Tour de la France par deux Enfants*. Edited, with notes, exercises, and vocabulary, by FRANCES B. WILSON. American Book Company. 1925. Cloth. Illustrated. xi+398 pages.

Still with reason one of the most widely used travel-story texts. Abundant exercises of the modern type (completion, substitution, etc.).

- DE CHATEAUBRIAND, FRANÇOIS-RENÉ, *Atala and René*. Edited, with an introduction, notes, and vocabulary, by CAROLINE STEWART. Oxford University Press, American Branch. 192 Cloth. Illustrated. xiii+186 pages. \$1.00.

A well-annotated edition of Chateaubriand's two famous stories. Unique illustrations, including a contemporary map of North America. (Oxford French Series.)

- DUMAS, ALEXANDER (père), *Henri III et sa Cour*. Edited, with an introduction and notes, by MAURICE BAUDIN and EDGAR

<sup>1</sup> See also book reviews in this issue. Reviews of some of the books listed above will appear in early issues.



EWING BRANDON. Oxford University Press, American Branch. 1926. Cloth. Illustrated. x+174 pages. 95 cents.

Dumas 'père's first dramatic success. Good notes and an excellent index of proper names. (Oxford French Series).

DÉLERY, SIMONE DE LA SOUCHÈRE, and RENSHAW, GLADYS ANNE, *S'instruire en s'amusant*. Allyn and Bacon. 1926. Cloth. Frontispiece. vii+93 pages. 80 cents.

Some 35 French "casse-têtes" (crossword puzzles) of graduated difficulty and complexity, followed by games, charades, riddles, tableaux, formulas for conducting a club meeting in French, etc. For conversational classes, French clubs, or individual use.

DUMAS, ALEXANDRE (père), *Les Trois Mousquetaires*. Abridged and edited with introduction, notes, exercises, and vocabulary, by RICHMOND LAURIN HAWKINS. Henry Holt and Company. Cloth. Illustrated. xi+274 pages. 88 cents.

A masterpiece that seems to thrive on adverse criticism, in a new abridgment by one of the best of our editors. Contains the four main episodes of the romantic classic: d'Artagnan's early adventures in Paris, the quest of the queen's diamond pendants, the siege of La Rochelle, and the capture and execution of Milady. Reading may be discontinued at the end of any episode. Good notes and direct-method exercises. Illustrations include Philippe de Champagne's imposing portrait of Richelieu and a number of stirring scenes from Douglas Fairbanks's movie!

GUILLAUMIN, ÉMILE, *La Vie d'un simple (Mémoires d'un métayer)*.

Edited, with introduction, notes, questionnaire, and vocabulary by LOUIS CONS. Ginn and Company. 1926. Cloth. Illustrated. xxx+322 pages. \$1.52.

Beautifully printed and well-edited addition to the series "Contemporary France in Literature," of which Professor André Morize of Harvard is general editor. A simple and appealing "document out of life." For advanced students.

HALÉVY, LUDOVIC, *l'Abbé Constantin*. Edited, with introduction, notes, exercises, and vocabulary, by MYRA VIRGINIA SMITH. Charles E. Merrill Company. 1926. Cloth. Illustrated. viii+328 pages.

Unusually abundant modern exercises (65 pages), with special exercises on nouns, pronouns, verbs, adjectives, adverbs, prepositions, homonyms, synonyms and antonyms, and definitions, justify Miss Smith's new edition of this fine old story of unflinching charm.

HUGO, VICTOR, *Notre Dame de Paris*. Abridged and edited, with notes, questionnaire and idioms, by JAMES H. WILSON;

vocabulary by GILBERT M. SMITH. The MacMillan Company 1926. Cloth. Frontispiece. ix+187 pages.

"Notre Dame" reduced to 125 pages of text by the omission of philosophical and architectural dissertations (Hugo undigressed). Brief introduction, footnotes, questions based on the text, a useful list of idioms used in the book, and vocabulary.

LESAGE, ALAIN-RENÉ, *Les aventures du flibustier Beauchêne*. Edited, with introduction, exercises, and vocabulary, by HARRY KURZ. The Century Company. 1926. Cloth. Illustrated. xxix+232 pages. \$1.00.

Exciting adventures of the freebooter Beauchêne in a splendid edition of a little-known work by the author of "Gil Blas," illustrated with reproductions of rare old engravings. Suitable for use in the second year. (Century Modern Language Series.)

LOT-BORODINE, MYRRHA, et SCHOEPPERLE, GERTRUDE, *Lancelot et Galaad (mis en nouveau langage)*. Introduction by ROGER LOOMIS. Oxford University Press, American Branch. 1926. Cloth. Illustrated. xii+226 pages. \$1.10.

A rendering in fairly easy modern French prose of the Old French Lancelot and Galahad (Grael) romances. Planned by the late Miss Schoepperle and executed by Mme. Lot-Borodine, who has also retold "Erec et Enide." Illustrations from manuscripts. (Oxford French Series.)

PAILLERON, ÉDOUARD, *Le Monde où l'on s'ennuie*. Edited, with introduction, notes, exercises, and vocabulary, by FRANK OTIS REED and JOHN BROOKS. Henry Holt and Company. 1926. Cloth. xii+260 pages.

Attractive, well-printed edition of Pailleron's comedy, with modern exercises.

VERNE, JULES, *Le Tour du monde en quatre-vingts jours*. Edited, with introduction, notes, direct-method exercises, and vocabulary, by ALEXANDER GREEN. D. C. Heath and Company. 1926. Cloth. Illustrated. xvii+301 pages. \$1.00.

The brilliant modern language editor of D. C. Heath and Company shows how it should be done. An abridgment of Verne's popular story from 37 chapters to 25, making it an "action-story" pure and simple. Full and varied exercises. For early intermediate use.

#### GERMAN

HOFFMANN, E. T. W., *Der Kampf der Sängers*. The MacMillan Company (Agents for Cambridge University Press). 1926. Linen. 63 pages. 60 cents.

A "Cambridge Plain Text" reprint of one of Hoffmann's tales from *Serapions-Brüder*.

## SPANISH

*Old Spanish Ballads.* The MacMillan Company (Agents for Cambridge University Press). 1926. Linen. vi+43 pages. 60 cents.

A "Cambridge Plain Text" reprint of a number of Spanish ballads from the cycles of Rodrigo el Godo, the Cid, Bernardo del Carpio, the Infantes de Lara, the *romances moriscos*, etc.

BLASCO IBÁÑEZ, VICENTE, *Siete Cuentos*. Edited, with introduction, notes, and vocabulary, by STURGIS E. LEAVITT. Henry Holt and Company. 1926. Cloth. Frontispiece. xxi+195 pages. \$1.00.

One long (*El préstamo de la difunta*) and six short stories by the popular Spanish novelist, etc. Interesting and well-written introduction, with bibliographical note, good notes and vocabulary.

FLORES, ÁNGEL, *Spanish Literature in English Translation*. A Bibliographical Syllabus. With an introduction by EDWARD EVERETT HALE, JR. The H. W. Wilson Company. 1926. Paper. 82 pages.

Useful list of Spanish works available in English translation, arranged chronologically and by *genres*, with full references to critical and explanatory books and articles. Some misprints and a few notable omissions, but of unquestioned value.

JANER, FELIPE, *Selecciones poéticas*. Compiled and arranged by F. J., with an introduction by HENRY GRATTAN DOYLE. Silver Burdett and Company. 1926. Cloth. xxiii+510+viii pages.

More than 200 selections from Spanish and Spanish-American poets, arranged according to spirit and content. Suitable for reading or memorization in the later years of high school or for supplementary reading or memorization in college. No notes or vocabulary.

*Five Sainetes of Ramón de la Cruz*. Edited, with introduction, notes, and vocabulary, by CHARLES EMIL KANY. Ginn and Company. 1926. Cloth. Illustrated. xxxi+303 pages. \$1.12.

Five enjoyable farces from the leading dramatist of the underestimated 18th century, edited by an authority. Informing introduction and good notes. Interesting contemporary illustrations.

MARDEN, C. CARROLL, and TARR, F. COURTNEY, *A First Spanish Grammar*. Ginn and Company. 1926. Cloth. xi+300 pages. Colored maps.

Mr. Marden's eagerly-awaited grammar, in which he has had the collaboration of his capable pupil and colleague. Unique approach to a number of points of grammar and syntax. Exercises of uniform good quality.

MARTÍNEZ SIERRA, GREGORIO, *El ama de la casa*. Authorized edition, with introduction, notes, and vocabulary, by ARTHUR L. OWEN. Benj. H. Sanborn and Company. 1926. Cloth. Illustrated. xlv+128 pages.

Martínez Sierra explodes the cruel stepmother-myth in a charming two-act comedy. Full introduction and bibliography for the study of this significant dramatist. Generally excellent. (The Hispanic Series.)

MIRA DE AMESCUA, ANTONIO, *El Arpa de David* (Introduction and critical text) and *Lisardo, Mira de Amescua's Pseudonym*. By C. E. Anibal. Ohio State University Studies. 1925. Paper. Frontispiece. 201 pages.

Valuable contribution to the study of Spanish drama of the *Siglo de oro*. Critical edition of an unpublished play (the first of a projected series) by Mira de Amescua, with a study of the pseudonym *Lisardo*, which—Dr. Anibal argues—establishes Mira as the writer of a number of plays of hitherto doubtful authorship.

WILKINS, LAWRENCE A., *New Second Spanish Book*. Henry Holt and Company. 1926. Cloth. Illustrated. xxi+442+cxxiii pages.

Revision and enlargement of the author's *First Spanish Book*. Reader and grammar in one. Eclectic method. Selected vocabulary based on frequency studies made by the New York Society for the Experimental Study of Education. Interesting and teachable.

#### MISCELLANEOUS

*The Work of the College Entrance Examination Board (1901-1925)*. Edited by THOMAS S. FISKE. Ginn and Company. 1926. Cloth. 300 pages. \$4.00.

The record of twenty-five years of notable achievement in the service of American education, edited by the Secretary of the College Entrance Examination Board. (Review later.)

HURLBUT, STEPHEN A., *Cognate Words Occurring in Elementary Latin*. St. Albans Press (Washington, D. C.). 1926. Paper. 12 pages.

A list of cognate words in elementary Latin, showing primitive Indo-European roots with their forms in Greek, Old and Classic Latin, Gothic, Old High German, Anglo-Saxon, Middle English, Modern German and Modern English. Hand-set and hand-printed by the author.